



A critical examination of the distributive
leadership model used to implement criterion-
referenced assessment in an Australian university

by

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STATEMENTS AND DECLARATIONS

Declaration of originality

This thesis contains no material which has been accepted for a degree or diploma by the University or any other institution, except by way of background information and duly acknowledged in the thesis, and to the best of my knowledge and belief no material previously published or written by another person except where due acknowledgement is made in the text of the thesis, nor does the thesis contain any material that infringes copyright.

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Full paper

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Abstract

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We, the undersigned agree with the above stated 'proportion of work undertaken' for each of the above published peer-reviewed and accepted manuscripts arising from this thesis.

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ABSTRACT

Distributive leadership (DL) is a seductive yet contested and elusive concept in the higher education (HE) literature, with debate about what is distributed. DL involves academics in formal and informal roles implementing change. The latter have no positional power and their voices are silent in DL literature, plus there is little empirical evidence about what an effective DL model is. My research fills this gap with a case study focussing mostly on interviews with informal leaders, who were given the poorly-considered label of school champions. My aim was to critically examine DL by analysing empirical evidence from an Australian university which used a DL model to implement change to assessment. The research questions focussed on how this model supported or challenged current theoretical conceptions and what it suggested for the roles of the school champions. Most interviewees considered DL a 'high risk' strategy resulting in inconsistent implementation, despite support from academic developers. This was because there was nobody in charge, induction of the school champions was cursory, and most Heads and Associate Deans were uninvolved. The school champion label was an identity badge connoting mixed messages of high and low status and was renounced by most as disempowering and unsuitable for academe. My research led to developing a conceptual framework of three leadership contexts interacting with four academic powers. This framework can account for and possibly predict informal leaders' successes or failures. It suggests that DL is distribution of influence, requiring leaders to have more than just collegial power to be effective. The framework and identity badge concept may be applicable beyond HE to inform selection and labelling of change agents. However, as attention continues to shift away from teaching and learning towards research and rankings, it is doubtful that a revised model would be implemented.

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LIST OF ABBREVIATIONS

ADU	Academic Development Unit
ALTC	Australian Learning and Teaching Council
AUQA	Australian Universities Quality Agency
AWP	assessment working party
CADAD	Council of Australian Directors of Academic Development
CAQDAS	computer assisted qualitative data analysis system
CRA	criterion-referenced assessment
DL	distributive leadership
DUU	Down Under University
DVC	Deputy Vice-Chancellor
Grad Cert (UL&T)	Graduate Certificate in University Learning and Teaching
HE	higher education
HoS	Head of School
KPIs	key performance indicators
OBA	outcomes-based assessment
OBE	outcomes-based education
OECD	Organisation for Economic Cooperation and Development
OLT	Office of Learning and Teaching
PVC	Pro Vice-Chancellor
SoTL	Scholarship of Teaching and Learning
STEM	science, technology, engineering and mathematics
TEQSA	Tertiary Education Quality and Standards Agency

1. INTRODUCTION

A central paradox ... is that although distributive leadership emphasises collective action rather than formal leaders' individual action, most research that has been conducted so far in higher education draws conclusions almost only from interviews with [those] in formal academic or administrative [positions]. (Bento, 2011, p. 21)

1.0 ORIENTATION

Implementing institutional change in teaching and learning in higher education (HE), especially improving assessment, is a world-wide movement (see 2.2.2). To achieve this, many universities have been seduced by a contested concept with no consensus about its theoretical basis, or empirical evidence about what an effective model is (see 2.4.2). The concept, distributive (also termed distributed) leadership (DL)¹ is a very old idea (Grint, 2005a) with no agreed definition or description, and the majority of research has been in primary and secondary schools. Essentially in HE, DL involves academics in formal and informal roles implementing change, with the former having positional power. Most of the HE research into DL has focussed on those in formal leadership roles as the quote from Bento above illustrates. Despite its critics (e.g. Bennett, Wise, Woods & Harvey, 2003; Bolden, Petrov & Gosling, 2009; Churchland, 1989; Lakomski, 2008), it appears that DL has been embraced enthusiastically by many universities (see 2.5), perhaps because the term DL seems to infer more participative leadership and respect for academic collegiality and autonomy.

Between 2008 and 2011, I was employed as an academic developer at an Australian university (pseudonym Down Under University or DUU) to support the implementation of criterion-referenced assessment (CRA). CRA is the process of evaluating (and grading) the learning of students against a set of pre-specified qualities or criteria, without reference to the achievement of others (adapted from Brown, 1998 & Harvey, 2004). The pre-specified qualities or criteria are what students have to do during assessment in order to demonstrate that they have achieved the learning outcomes. How well they do this is described at different levels – these are standards. Thus CRA is assessment that has standards that are ‘referenced’ to criteria. When teachers award a grade for a unit (subject) they judge the extent to which the evidence of learning provided by the student (in response to assessment tasks) meets each of the criteria and the described standards at a particular level (such as Distinction, Pass, etc). Criteria and standards are set out in criteria sheets (rubrics) and given to students in advance of the assessment. When CRA is implemented well, teaching, learning and assessment is aligned and

¹ In this thesis I am using distributive and distributed interchangeably as is done in the literature.

judgments about students' achievements are more valid and reliable. The move to CRA was a worldwide phenomenon (see 2.2.2).

DUU was the research setting and the model of change was DL, a key feature of which was the appointment of change agents in informal academic roles for each school—a total of 40. They were given the label 'school champion'. The DL model, the implementation plan designed by the co-head of the Academic Development Unit (ADU), also involved the Associate Deans (Learning and Teaching) and the ADU. Others in the research setting included nominees of the Deputy Vice-Chancellor (DVC).

1.1 JUSTIFICATION

While providing support for the school champions during the four-year project, I began to explore the literature about DL to help me better understand the field. I became more, not less confused, with some authors agreeing and some disagreeing about the definition of DL, and calling for more empirical research, despite numerous studies. What a messy 'thing' this DL was! Towards the end of the project, I decided to investigate the questions that had arisen during it. I wanted to know why so many universities, according to the literature, were using DL to implement change and what the similarities and differences were. What was so seductive about DL? Was it just a passing fad? I was also puzzled that researchers did not critique the models of DL in these studies, and few sought the perspectives of those academics at the coalface in informal roles acting as change agents. It was as if they were forgotten—their voices silenced. Why were these academics given the label school champion and how did they feel about it? This is unexplored in the HE literature on change. What challenges did they face working in their schools, especially since all, except two, knew nothing about CRA? Did their lack of positional power matter? Did they have other academic powers they could draw on? There is no conceptual framework that links academic powers to leadership contexts in HE. What did they think of the DL model at DUU? What were the perspectives of the other actors in the DL model who were in formal roles? I use the term 'actors' rather than 'participants' as it focusses on the level of human action, and is common in qualitative literature. In this study, my main focus is on ensuring that it gives voice primarily to the school champions.

DL in HE merits further investigation as so much is still unknown, despite its popularity, as the above questions illustrate. The four research gaps my research aims to fill are the:

- perspectives of informal leaders involved in institutional change in teaching and learning
- similarities and differences in national and international DL projects implementing CRA or outcomes-based assessment
- impact of labels on change agents who are informal leaders in HE

- need for a conceptual framework that can account for the interactions of academic powers and HE leadership contexts, in relation to informal leaders and institutional change.

1.2 INTRODUCTION TO MY RESEARCH STUDY

1.2.1 Aim and research questions

The aim of my research is to critically examine DL by providing empirical evidence from an Australian university (DUU) that was implementing change to assessment practices. To achieve this aim, I sought answers to the following two research questions:

1. How does the evidence from one university's experience in implementing change using a DL model support or challenge current theoretical conceptions of DL?
2. What do the insights generated suggest for the roles of change agents in implementing change in a university?

1.2.2 Methodology and methods

Because I was interested in 'the practical consequences and empirical findings ... to better understand the real-world phenomen[on]' that was the use of a DL model to implement CRA at DUU, I chose a mixed methods research design informed by pragmatism (R. Johnson & Onwuegbuzie, 2004). The type of design was a case study, involving gathering qualitative and quantitative data to help enhance the trustworthiness of my findings (Lincoln & Guba, 1985). The choice of an instrumental case study (Stake, 1995) was made because 'the boundaries between phenomenon and context [were] not clearly evident' (Yin, 1994, p. 13), it was confined to a place and time (Cresswell, 2003), and it was secondary to understanding a specific phenomenon—that of DL being used to implement CRA at DUU.

The overall strategy of sequencing the qualitative and quantitative components occurred in four stages, with qualitative data gathering (from the interviews) the dominant approach. The stages involved collection and literal analysis of interview data into themes and subthemes using NVivo10 software. The next stage was in two parts: rhetorical analysis to move beyond the literal (Billig, 1987) with manual theme and subtheme counting, plus collation of quantitative archival data I collected during my work with the school champions. In stage three, the qualitative and quantitative data were integrated to help me choose a selection of four school champions by 'maximum variation sampling' (Teddlie & Yu, 2007, pp. 80). In stage four, I analysed vignettes of these four using a leadership and academic powers conceptual framework I devised based primarily on the work of French and Raven

(1959), Grint (2005a) and Kezar (2014). It reduces Grint's (2005a) four leadership contexts to three (one being considered irrelevant to HE).

Using a style similar to responsive interviewing (Rubin & Rubin, 2005), I interviewed four groups of actors involved at the time in the CRA project to varying degrees, having sent them the questions in advance. The actors were: 27 of the 40 school champions, eight Associate Deans, two academic developers (the co-head of the ADU and the coordinator of the Graduate Certificate in University Learning and Teaching [Grad Cert (UL&T)]), plus two nominees of the DVC: Chair of the Senate and Pro Vice-Chancellor (PVC) (Learning and Teaching).

1.2.3 Limitations

There were a number of limitations to the study which I describe in detail in section 9.3. In this introductory chapter, I provide an overview of the key limitations only. The most important limitation was that I did not interview the 36 Heads² responsible for CRA implementation in their respective schools, because of time restrictions. Their perspectives would most likely have enhanced my understanding of the complexity of using DL to implement CRA and clarified their role in it. The second most important limitation was that, at the start of the last year of the CRA project, the members of the DUU senior management team changed and radical changes were implemented. These were the imperative for all academics to improve research output and success in being awarded grants. These expectations were quantified as standards to be met based on academic level. Many redundancies subsequently resulted the following year, which I believe had a key role in affecting interviewees' perspectives. The study was also restricted to a mid-size Australian university in a country that does not mandate or fund CRA implementation as some others do, hence applicability of findings is limited. As the academic developer mainly involved in supporting the school champions and as a researcher, I also had 'multiple insider and outsider positions' (Braun & Clarke, 2013, p. 10). This positioning required that I make the familiar strange (Hellowell, 2006) to avoid introducing bias and limiting interpretations of data.

1.2.4 Structure of the thesis

I commence by placing my study in context by reviewing the literature about leadership in HE in Chapter 2. Key features include the constantly changing HE context, the numerous contested concepts in this field (e.g. quality, leadership, distributive leadership), and international and national

² I am using Heads throughout the thesis to refer to Heads of Schools or Heads of Departments

approaches to improving curriculum (including assessment). I then situate the DUU project in national and international contexts and review the use of labels for change agents. In Chapter 3 I describe the research setting, list my data sources and provide demographic data of the actors interviewed. I situate myself in this setting as the academic developer employed to support academics implementing CRA. I do this by providing a snapshot of my background to illustrate my past experience with DL and my commitment to improving assessment practices, plus outline the balancing act of my researcher-participant/insider-outsider positions.

In 1.2.2 above, I briefly outlined the methodology and methods. Chapter 4 expands this and includes a diagram of the four-stage research design, details of how participants were selected and the methods of generating and analysing the data. I conclude with a statement of ethics protocols that were followed. Chapters 5 to 8 are each about results and discussion rather than a series of chapters that separate results from the discussion. Each of these four chapters has a thematic heading to indicate the key focus. Chapter 5 (Results and discussion: Horses for courses) is about how the school champions were selected and inducted. Chapter 6 (Results and discussion: Do labels matter when implementing change?) is about the label, school champion, and what interviewees' opinions of it were. The focus of Chapter 7 (Results and discussion: Achieving change with nobody in charge) and Chapter 8 (Results and discussion: Using the DL model again—actors' judgments) is self-evident. In Chapter 9 I present: the conclusions from my research and its implications; a more comprehensive list of limitations than outlined in 1.2.3 above; together with a summary of my contribution to research and its significance. I then make recommendations and list suggestions for further research.

2. LITERATURE REVIEW

2.0 INTRODUCTION

Change isn't what it used to be. [Rather than seeming to be simple], it is inherently messy, uncertain and problematic. Many large-scale changes [in HE] have 'unknowable' outcomes and the change process is largely uncontrollable. (Atlay, 2006, pp. 128, 131)

In this chapter I am placing my research study in context by reviewing literature about leadership of institutional change. Specifically, this involves an overview of how distributive leadership (DL) has been used to implement changes in teaching and learning, and in structuring curriculum (see 2.2.1 for a definition). The field of leadership is immense with much contestation and effort over centuries 'trying to understand what leadership is, how it works and how we can do it better'—it is even more difficult now as leadership has become a 'moving target' as expectations widen (Iszatt-White & Saunders, 2014, p. 2). At its most fundamental, leadership is about making change work by understanding and influencing people either one-on-one or in groups (Morrison, 1994). To narrow the focus of this literature review so that it is directly related to my research, I have excluded the history of leadership movements, phases and types (e.g. Parry & Bryman, 2006; Crevani, Lindgren & Packendorff, 2010), as well as stepwise models of change management, each with a different number of prescribed steps to follow. A change model is a way of understanding change within an organisation and how values, beliefs, myths and rituals can be altered (Schein, 1985), as well as a way of predicting whether an innovation is likely to be successful (Rutherford, Fleming & Mathias, 1985).

Stepwise models imply that change can be 'precisely planned and guided' (Lane, 2007, p. 86), and, if change is implemented in an orderly and mechanistic manner, is more likely to be successful, such as those by Kotter (2012), Krüger (1996), Mento, Jones and Dirndorfer (2002), and Nadler (1998). These models, as linear recipes, are very attractive to organisations undergoing 'frenetic change' because they offer 'the comforting clarity of off-the-shelf solutions' (Fullan, n.d., p. 7). For example, as I write this, Kotter's 1995 book about his earlier, simpler model had been cited over 6500 times. However, these types of models do not reflect the complex and arduous process of initiating and implementing substantive change (Crow, Arnold, Reed & Shoho, 2012; Iszatt-White & Saunders, 2014), the 'non-linear messiness' (Fullan, n.d., p. 12), and the 'sometimes chaotic, contentious and painfully slow unfolding of change' experienced by those in HE (Buller, 2015, p. 82). Thus these models 'take an over simplified view of how change happens' (Iszatt-White & Saunders, 2014, p. 171).

I am also excluding reviewing leadership traits literature as well as typologies of organisational change models. Refer, for example, to the extensive monograph by Kezar (2001) where she organised hundreds of models, derived from 30 years research, into six categories. The reason is

that my focus is on critiquing the DL model used at DUU from the perspectives of the participants, not in relation to other change models. First, in section 2.1, I provide a brief overview of the complex and constantly changing HE environment in which numerous internal and external forces impact on academics and students. An overarching driver underpinning these forces is the 'quality agenda' (2.2) which affects research and teaching differently, leading to assertions that managing and leading academics is like herding cats, as I explain below. Next I situate my research broadly within the contested fields of leadership (2.3) and the quality agenda (2.2). I then review DL in HE (2.4) and follow this with a national and international scan of teaching, learning and curriculum projects (2.5).

While much of the research on DL has been from primary and secondary schools, I am confining my review to the HE sector while occasionally referring to findings from other sectors. This is necessary in order to try to comprehend what was so appealing to university researchers, and why were they adopting DL or adapting findings for implementing in HE.³ Next, in section 2.6, I provide an overview of how HE institutions label their change agents. I conclude in section 2.7 that the international drive to improve the quality of teaching and learning amid a fast-moving HE context has led to a focus on leadership. This focus has been on what seems to be an unattainable ideal—a type of leadership that is suited to HE. For the last 20 years, DL has been examined as a possible candidate, but it has proved elusive and contested, yet retains researchers' fascination.

2.1 EVERYTHING IS CONSTANTLY CHANGING⁴: THE HE CONTEXT

... higher education is itself a distinctive context ... therefore many of the leadership principles that are known to work in other spheres or sectors cannot be transplanted into universities (Bryman & Lilley, 2009, p. 338).

2.1.1 Constant change and multiple forces

In the last 25 years, universities have been constantly subjected to pressures to change from numerous external and internal forces, leading to 'calls for increased efficiencies, higher standards, improved student learning outcomes, regulation and accountability' (Harvey & Kosman, 2014, p. 88). These forces (listed below and not intended to be exhaustive in each category) interact in a complex web, making the HE environment one of seemingly constant change. Barnett describes this situation as timeframes closing in 'amid a freneticism of incessant pace, speed and busyness' (2015, p. 9).

1. *External forces* include the connection of HE to the global economy; marketisation and economic efficiency; managerialism; government policy, legislation and greater public investment;

³ In this review, I use school by itself to refer to the HE context to distinguish it from primary and secondary schools.

⁴ Heraclitus, philosopher, 6th century BC (Graham, n.d.).

professional accreditation; rapid changes in technology; student demand and increasing diversity; internationalisation of HE; for-profit HE; and rankings and competition between universities (Harvey & Kosman, 2014; Hénard & Roseveare, 2012; Kezar, 2014; Meister-Scheytt & Scheytt, 2005).

2. *Internal forces* include new knowledge about how people learn; curriculum reviews; broadening scope of education, such as the demand for civic engagement of graduates and better preparation for the workforce; academic restructures and retrenchments; increased pressure on academics to raise their research profiles and secure grant money; increased casualisation and lack of tenure for teachers; and ageing of the workforce (Bexley, 2013; Bryson, 2004; Harvey & Kosman, 2014; Hénard & Roseveare, 2012; Kezar, 2001).

These forces lead to a long 'laundry list of challenges' (Kezar, 2008, p. 9) or initiatives that institutions have to prioritise with limited resources, resulting in a 'complex and perhaps muddled change agenda' (Kezar, 2008, p. 14). For example, Kezar chronicled the following initiatives that were vying for attention in the United States in 2008: integrate new technologies, adopt processes for meeting the needs of new students, become more international and global, experiment with new pedagogies such as collaborative learning, experiential learning, problem based learning ... ; assess student learning, cut costs, use resources more efficiently, have more transparent processes, create greater access, retain more students, graduate students on a more timely basis, create a better workforce, develop more informed citizens, and engage their communities more (2008, p. 9). No matter how well conceived, when numerous initiatives are prioritised by universities and all happen at once, academics become 'change weary' (Engel & Tomkinson, 2006, p. 156), experience 'a sense of powerlessness' (D'Andrea & Gosling, 2005, p. 15), and feel overwhelmed, conflicted and/or cynical about the intensification of academic work, which negatively impacts on stress and morale (Currie & Vidovich, 2009; Kuh & Hutchings, 2015). This 'syndrome' is now so common it is termed initiative fatigue (Kuh & Hutchings, 2015, p184). As the quote by Atlay (2006) at the start of this chapter notes, change is not what it used to be.

2.1.2 Initiative fatigue, herding cats, collegiality and the research game

2.1.2.1 Initiative fatigue

Academics cope with initiative fatigue in different ways that are often collectively interpreted as resistance; for example, they subvert or challenge the latest initiative (D'Andrea & Gosling, 2005), or ignore it until it goes away (Kuh & Hutchings, 2015). In an extensive monograph, Kezar (2001) reviewed and synthesised organisational change literature approaches or models to seek research-based principles that HE might find useful. She advocates resistance to change as a healthy response

from HE—and an important principle—because understanding the change process can be used to resist change as well as encourage it (Kezar, 2001, p. 25). If an organisational restructure is occurring at the same time as a raft of initiatives, some staff feel insecure and are 'unwilling to put their head above the parapet', leading to feelings of inertia (Engel & Tomkinson, 2006, p. 163). Not all academics react in these ways, instead they embrace initiatives, taking the opportunity to modify, experiment and innovate—some become early adopters (D'Andrea & Gosling, 2005).

2.1.2.2 Herding cats

A common metaphor in the literature of institutional change in HE is herding cats, reflecting initiative fatigue and the difficulty of managing autonomous academics whose basic training has taught them to be critical (Brown & Moshavi, 2002; Lohmann, 2002; Meister-Scheytt & Scheytt, 2005; Morgan & Roberts, 2002; Ramsden, 1998).

... trying to manage anything involving academics is like trying to herd cats ... It means that you've got this whole group of people who are all independent thinkers and will do things if they think it will suit them ... but you know, they won't do it just because you say so (senior administrator, UK university). (Deem, 2010, p. 41)

Academics themselves acknowledge that the analogy herding cats is apt. As part of a larger Australian study by Scott, Coates and Anderson (2008), 134 Heads were interviewed and asked for metaphors or analogies that best captured what their current leadership role was like. The two most common metaphors were herding cats and juggling, indicating the uncertainty and unresponsiveness of human behaviour, and the frustration of those in leadership positions. Other metaphors in the long list included 'rowing without an oar', being 'a one-armed paper-hanger working in a gale', and being a 'small fish in a very cloudy pond' (2008, p. 50). All the metaphors alluded to complex challenges. One that was not in the list comes from Lohmann (2002), who used the metaphor of moving a cemetery to refer to the difficulties of implementing curriculum change in an American university. She implies that this type of change is not impossible but it is very time-consuming to displace (dig up) academics with their accumulated knowledge and expertise, entrenched in their opinions and not wanting to change (i.e. buried).

As well as autonomous academics, another key aspect of 'academic cultures that leadership works alongside, is collegiality ... [which] represents the interface and connection between leaders and those who are led' (Kligyte & Barrie, 2014, p. 158).

2.1.2.3 Collegiality

As Bryman (2007) found from an extensive literature search (1985-2005) from the UK, USA and Australia plus interviews with 24 leadership researchers, collegiality is difficult to define. He was seeking to find out from the interviewees what they considered to be forms of leadership behaviour

associated with effectiveness in HE (Bryman, 2007). He discerned two main meanings from the data. The first is consensual decision-making, which is viewed as slow and cumbersome by those who prefer a managerialist ethos (e.g. Hellawell & Hancock, 2001) and by others as contributing to resistance to change because staff can be seen to be acting collegially, but not make decisions. The second meaning is mutual supportiveness (i.e. an attitude and social process) among staff, such as professional and personal support, mentoring young staff and working cooperatively (Bryman, 2007, p. 19). Bryman (2007) noted that authors rarely define collegiality, making comparisons across studies difficult. In contrast to Bryman's two meanings, Kezar defined collegiality as 'a deferential form of power where long-time colleagues garner power' (2014, p. 94). However, it depends on where the power lies in the university. It may lie collectively in the senate, but if it is in individual departments and some have more power than others, then decisions may be difficult to impose university-wide (Burnes, Wend & By, 2014; Kligyte & Barrie, 2014).

Various authors (e.g. Adams, 2000; Anderson & Johnson, 2006; Currie & Vidovich, 2009; Nagy, 2014) refer to the demise of collegial decision-making being due to the managerial revolution in HE and the 'unquantifiable outcomes of collegiate relations' (Nagy, 2014, p. 103). In contrast, Burnes, Wend and By (2014) maintain that the decline in collegiality, however it is perceived, is a global phenomenon, and appears tied to the internal and external forces referred to in section 2.1.1 above, not just the managerial revolution. Unless 'the slippery, elastic and resilient concept' of collegiality is reinvented at all levels of academe to fit current needs, Kligyte and Barrie claim that successful change is compromised (2014, p. 162). For example, Oreg, Vakola and Armenakis (2011) found from a major review of 60 years of change literature, that the main predictor of successful change is staff involvement in decision-making and implementation.

Based on interview data with 48 UK academics across a range of seniority, institutional type and disciplines, together with a literature review, Bacon (2014) advocates for a new form of collegiality—neo-collegiality. He proposes that formalising a structured form of collaborative decision-making so that it becomes the established way in which decisions are made, would 'shift the management paradigm ... towards a more collegial approach ... [and] would represent an improvement' (Bacon, 2014, p. 15). Later, in section 2.4, I review DL that gives the impression of being well aligned with notions of collegiality, as it appears to offer a 'persuasive discourse that embeds collegiality and managerialism' (Bolden, Petrov & Gosling, 2009, p. 273).

2.1.2.4 The research game

When change initiatives are related to teaching and curriculum, then academics who teach and are active researchers with a reputation to maintain, fear that their careers will suffer negatively if they devote large amounts of time to curriculum change (Blackmore & Kandiko, 2012; D'Andrea & Gosling, 2005; Hannan & Silver, 2000). The interplay of external and internal forces mentioned

earlier, lead to teaching being 'very much a lower priority, subservient to research and income-producing activities' despite universities offering recognition and rewards for teaching and curriculum improvement (D'Andrea & Gosling, 2005, p. 16). Successful careers are built on research, and time spent on teaching undermines the capacity to do this, with publish or perish being the common mantra (Hannan & Silver, 2000; Hénard & Roseveare, 2012). According to the High Level Group on the Modernisation of Higher Education, who studied 4000 HE institutions in the European Union, there is a wide array of incentive prizes for outstanding performance in teaching that are intended to put teaching on a par with research in terms of esteem (High Level Group on the Modernisation of Higher Education, 2013, p. 19, 38). The Group (2013) stated that 'this strategy will fail' (p. 19) but gave no reasons to support this judgment.

Chalmers (2011) mostly agrees with this judgment, after charting the relationship between research in the Scholarship of Teaching and Learning (SoTL), and institutional reward, recognition, promotion and tenure with reference to the USA, Australia and the UK. These strategies of awarding teaching prizes and awards, and acknowledging teaching and research in SoTL for promotion, 'cannot change the dominant academic culture in which research performance [in an academic discipline] is seen as the most important measure of institutional and individual status ... and the primary source of job satisfaction' (Probert, 2015, p. 2). In a panel discussion at the International Society for the Scholarship of Teaching and Learning conference in 2015, Professor Goedegebuure remarked that 'in Australia, we live by rankings ... we are only promoted by research (outputs) ... and the scholarship of teaching and learning is not recognised for promotion'. Deem refers to this worldwide, ceaseless search by universities and individual academics for international research status, as the 'research game' (2010, p. 42). These observations have important implications for the success or otherwise of implementing institution-wide changes to any aspect of teaching and learning, such as assessment.

In the cartoon below (Figure 2.1), for example, the contrast is stark between the studious researcher (in glasses, with a serious face), and what appears to be a circus ringmaster, who is quickly and noisily (indicated by the size of the swing and the nails in the mouth) putting up a new red sign to attract attention to the latest show in town (i.e. teaching and learning). The rather brutal message in the cartoon appears to be that, like circuses that leave town after their short time is over, interest in teaching and learning will soon pass. This allows the researcher (and university management) to return, uninterrupted to what is really important—increasing output of quality research—because of its increased impact on the world rankings of universities.



Figure 2.1: Untitled cartoon by Aster (pseudonym for J-P Legrand)⁵

The quality agenda is interwoven with the mix of internal and external forces of change, imperatives to implement multiple change initiatives, and tensions between teaching and research. In section 2.2 I am restricting the review to teaching and learning, and excluding other aspects of the quality agenda such as governance of HE and the mechanisms of global rankings, as these are beyond the scope of this study.

2.2 THE 'QUALITY' AGENDA

2.2.1 'Quality' in HE: A contested concept with multiple drivers

...creating a quality culture [in HE] is often viewed as a journey to the promised land—never ... reached, completed or achieved (Murdoch & Du Toit, 2010, p. 100).

During the last 25 years in the HE sector, there has been an increased focus on quality. Many argue that quality is a 'contested concept'⁶; that is, it is an elusive, value-laden and seriously ambiguous term, multi-faceted with multiple theoretical perspectives, and almost impossible to agree on a definition (D'Andrea & Gosling, 2005; Krause, 2012). This is because each stakeholder in HE 'may potentially perceive quality differently' (Nair, Webster & Mertova, 2010, pp.7-9). According to Hénard, who reviewed examples of quality teaching from 29 institutions across 20 countries for an OECD study, definitions of quality in HE are about an outcome, a property or a process [and these] are

⁵ The cartoon was commissioned by the European Commission and appears in its report: Improving the quality of teaching and learning in European higher education (2013, p. 27). This report is in the reference list under the authors: High Level Group on the Modernisation of Higher Education.

⁶ Gallie (1956) coined the term 'essentially contested concept'. I have truncated it to 'contested concept'.

not necessarily in conflict. This is because they can potentially be used ... as complementary (2009, p. 80). Others claim that the process of defining quality is changed or subverted by situational factors and context (D'Andrea & Gosling, 2005, pp. 172-173). For example, the quality system developed at Copenhagen Business School viewed quality in five ways—as exceptional, perfection, fitness for purpose/relevance/reliability, value for money/accountability, and transformation (Kristensen & Harvey, 2010). In contrast, researchers at a South African university found that employees on all campuses who were interviewed had, between them, 17 different notions of quality. These notions included the five ways of viewing quality mentioned above, and others such as professionalism, subject-specific and teaching expertise, financial management, and partnerships (Murdoch & Du Toit, 2010, p. 97). The employees also expressed concerns about quality such as the unpreparedness of students, academic staff workload, lack of effective communication, and lack of responsiveness of management to concerns (Murdoch & Du Toit, 2010, p. 99). Assurance of the quality of teaching and research in most institutions world-wide is carried out by the university senate or its equivalent (Murdoch & Du Toit, 2010, p. 101), and by governments (R. Harris & Webb, 2010). Such is the international emphasis on quality as a culture and a set of standards which seeks to improve the educational experience of stakeholders (Nair, Webster & Mertova, 2010, p. 15) and the global rankings of universities, that many academics have become increasingly disenchanted with the topic (Probert, 2015), as indicated by the 'journey to the promised land' metaphor in the introductory quote to this section.

The context for my research into the DL model used at DUU was implementing CRA to improve the quality of the intended curriculum⁷ for students. Like quality, curriculum and curriculum change 'are highly contested and sensitive topics' (Blackmore & Kandiko, 2012, p. 6). I now narrow my focus to the common drivers faced by institutions engaged in fostering quality teaching (which includes improving curriculum). In their OECD study, Hénard & Roseveare, identified five institutional drivers (2012, p. 8):

1. to ensure students and employers that students will be equipped with the necessary adaptable skills for employment

⁷ Curriculum indicates the knowledge, understanding, skills and attitudes that learners acquire as a result of teaching and learning, assessed through different means and/or demonstrated in practice. This attained curriculum may differ from the intended and the implemented curriculum. It involves assessment of the learning outcomes using a variety of methods. If pre-determined criteria are used for this assessment and are aligned to the learning outcomes, this process is termed criterion-referenced assessment. (International Bureau of Education glossary of curriculum terminology, UNESCO, 2013. Retrieved February 23, 2016

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf)

2. to demonstrate that they can consistently provide quality higher education, while operating in a complex setting, with multiple stakeholders
3. to balance performance on teaching and learning achievements along with research performance, since even for elite, world-class universities, research performance is no longer sufficient to maintain the reputation of the institution
4. to more effectively compete for students against the backdrop of higher tuition fees and greater student mobility
5. to increase the efficiency of the teaching and learning process as funding constraints become more stringent.

The above drivers also provide impetus for gathering evidence of what is being achieved by universities in a more competitive and complex environment, in part to justify government funding but also to demonstrate how well students have achieved relative to other graduates and employer expectations (Coates, 2013). Assessment of students is only one type of evidence, but is increasingly important (see 2.2.2).

[Improving the quality of teaching] involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, *and effective assessment of learning outcomes* [emphasis added]. It also involves well-adapted learning environments and student support services. (Hénard & Roseveare, 2012, p. 7)

According to the conclusion by the High Level Group on the Modernisation of Higher Education, 'the graduate who has received *high quality teaching* [emphasis added] is more likely to be adaptable, assured, innovative, entrepreneurial and employable in the broadest sense of the term' (2013, p.13). Yet, paradoxically (and in disagreement with Hénard & Roseveare, 2012) they realise 'that there is no single definition for high quality in teaching and learning' because of so much variation between and within countries, in terms of curriculum, teacher training, size, budgets, mission and objectives. Their report has what they term a practical checklist for quality in teaching and learning, based on interviews with panels of students, HE teachers and stakeholders. They concede that this is a wish list, with 'beacons of good practice' (High Level Group on the Modernisation of Higher Education, 2013, pp. 14-22). In Australia, the situation is similar, with Hare claiming that 'after a decade of effort, prizes, reward funding, [and] regulations ... the university sector is no closer to understanding what constitutes quality in teaching and learning' (2015, p. 32). Probert (2015) suggests that before the HE sector can discuss quality (of teaching and learning) in a fruitful way, it has to agree on the purposes today of a higher education. This is because these purposes have changed 'as we have moved from an elite system towards universal participation, requiring us to redefine our definitions of quality' (Probert, 2015, p.1). Despite quality being another contested concept, there have

been international and national approaches to improving the quality of teaching and learning. In section 2.2.2, I am restricting the approaches to those involving curriculum (including assessment) with the ADU playing a role. Hence I am situating that project in international and national contexts.

2.2.2 Approaches to improving quality of teaching and learning

2.2.2.1 International 'quality' approaches to curriculum

An influential part of the global quality agenda was the signing of the Bologna Declaration in Europe in 1999 by 31 ministers of education or their representatives. This led to 'the creation of a coherent European Higher Education Area as a means to ensure mobility and employability throughout Europe, and improve the international competition and attractiveness of European higher education throughout the world' (Clement, McAlpine & Waeytens, 2004, p. 127). The resulting Bologna process involved a quality assurance system that affected teaching and learning and ADUs, with countries proceeding at their own pace to make curriculum changes. These changes led to the 'standardisation of educational structures, processes and outcomes' with the intention of providing transferable, transparent and recognised qualifications' (Blackmore & Kandiko, 2012, p. 5). As a result, over 4000 HE institutions with 16 million students in 46 European countries across 23 major languages changed their rules, procedures and standards, with some of the core features imitated in Latin America, Africa and Australia (Adelman, 2008, pp. 2-3).

One of the core features that had a big impact on accountability of degrees was the requirement to create learning outcomes linked to 'criterion-referenced statements of academic performance [achievement standards] that increase in expectations depending on the level of the qualification, so that an institution can assert with confidence what the degree represents and what the student did to earn it' (Adelman, 2008, p. 3). While the defining of clear learning outcomes is already the basis of the European Qualifications Framework and national qualification frameworks, this fundamental shift has not yet fully percolated through to teaching and assessment. However, there is consensus on assessment formats, as well as the necessity to assess not only factual knowledge but 'analytical skills, critical thinking and communication skills' (High Level Group on the Modernisation of Higher Education, 2013, p. 35). In Australia, most universities state on their websites that they use CRA as part of constructively aligning learning outcomes, assessment activities and achievement standards, all of which form part of the Bologna process.⁸ Some countries do not refer to CRA (which

⁸ CRA focusses on improving the quality and consistency of assessment processes by making expectations explicit to students in the form of aligned degree and unit (course) learning outcomes, and describing these expectations in terms of standards for assessment tasks. These standards vary for each year level and are represented in the form of rubrics or criteria sheets.

is the language of Bologna). Instead they refer to outcomes-based assessment (OBA) or outcomes-based education (OBE). Essentially all three are the same. For example, Rhodes University Centre for Higher Education Research, Teaching and Learning (South Africa) states that OBA is criterion-referenced because it uses criteria and described standards set out in a matrix (rubric) (n.d.), and papers about OBA typically mention constructive alignment and rubrics (e.g. Castillo, 2014). Despite these substantial developments in quality approaches to curriculum, assessment (including feedback) remains the Achilles' heel of quality (Knight, 2002), with students least satisfied with it compared to other aspects of HE (Medland, 2012, p. 94).

2.2.2.2 National: Australian quality approaches to curriculum

As in other countries in the twentieth and twenty-first centuries, the Australian government became concerned with a number of issues in HE associated with improving the quality of teaching and learning. A succession of different government funding entities was established to promote and enhance teaching quality. These entities included the Teaching Performance Fund, the Carrick Institute, the Australian Learning and Teaching Council (ALTC), the Office of Learning and Teaching (OLT), the Australian Universities Quality Agency (AUQA), and its successor, the Tertiary Education Quality and Standards Agency (TEQSA). The latter two entities had the additional focus of quality assurance of institutional standards (Chalmers, 2011). Much of the curriculum language used by AUQA and TEQSA is that of the Bologna process; that is, learning outcomes, academic standards, and defining levels of student achievement (refer to <http://www.teqsa.gov.au/media-publications/glossary>). This indicates that the Australian government ties registration and renewal of HE institutions, in part, to implementing CRA.

To date, TEQSA has 'not implemented an accepted procedure for determining comparability of outcomes across all programs' (Coates, 2013, p. 35), despite the ALTC funding discipline communities⁹ to develop agreed threshold standards [and] criteria, based on learning outcomes for undergraduate degrees (James, 2010). These learning outcomes and standards were informed by reviews of international standards (notably those developed in response to Bologna) (Nicoll, 2010). James called for a campaign to professionalise the assessment of student learning so that Australia has a 'rigorous and credible approach to academic standards'—acknowledging this will be a slow process (2010, p. 25). By giving priority to funding projects on improving assessment at national levels, as well as leadership in teaching and learning, through the ALTC and its successor OLT, the government was effectively driving the quality agenda in specified directions. Since 2005, 37 projects on DL have

⁹ Disclosure: I was the academic developer from DUU assigned to work with two discipline communities (Sciences and Creative Arts) on these threshold learning outcomes and standards. The resulting outcomes and standards were endorsed by their respective Australian Council of Deans.

been funded—the lowest grant \$50,000 and the highest \$220,000—the majority were for more than \$100,000 (Jones, Lefoe, Harvey & Ryland, 2012). The resulting reports were required to state 'recommendations about establishing quality teaching and learning through leadership capacity building' (Childs, Brown, Keppell, Nicholas & Hunter, 2013, p. 23). Many reports recommended a particular approach to leadership development such as DL, and in so doing legitimised part of the government's agenda (e.g. projects by: Barnard et al., 2014; Chesterton et al., 2008).

2.2.2.3 Role of the ADU (academic development unit) and the quality agenda

Bologna had an immediate effect on the roles that ADUs the world over had to play in implementing change—Gibbs referred to this as a 'radical reconfiguration' of what ADUs used to do (2013, p. 9). The main effect was on 'curriculum design and assessment practices and ... [the consequential changes to] teaching and learning methods to achieve these' (Gibbs, 2013, p. 9). As a consequence, ADUs had to incorporate a strong focus on program and curriculum development in their work with academics, notably learning outcomes or objectives (Clement et al., 2004, pp. 129-30). Bologna, and other quality assurance initiatives since then, have given 'new roles and dynamism to ADUs ... [and] to different extents ... common problems' (Trowler, 2004, p. 195). When one takes into account the rapidly changing HE context referred to above (see 2.1 & 2.2), then the sheer scale of activities that ADUs undertake in response to many of these quality initiatives, broadly classified as academic development, quality assurance and enhancement, is challenging (Brew & Cahir, 2014; Gordon, 2011). Examples of the functions and purposes of the ADU include:

1. supporting implementation of government HE learning and teaching agendas as they are often tied to university funding (Brew & Cahir, 2014)
2. promoting and supporting activities that 'develop academics' teaching, curricula and leadership of teaching with the aim of (leading to) high quality student learning' (Mårtensson, 2014, p. 17)
3. developing and implementing Graduate Certificates in Learning and Teaching in HE as the 'basis for professional practice as university teachers' (Brew & Barrie, 1999, p. 35)
4. adapting to diverse and evolving disciplinary, institutional, national and global contexts (Gray & Radloff, 2006; Hicks, 2005)
5. conducting research in teaching and academic development (Leibowitz, 2014).

To implement these quality initiatives, ADUs function as change agents (Thomas & Cordiner, 2014). Where the ADU sits in the quality agenda is, according to Gordon, 'complex, nuanced ... and even contested or contentious' (2011, p. 31). For example, according to Knapper, 'developers cannot claim to occupy an influential place within the academic hierarchy, and hence by ourselves we lack the power and leverage, and even the resources, to effect change in teaching and curriculum (2016, p.

113). The status of academic developers is blurred and they are often viewed by 'true academics' as outsiders, making their roles precarious at times (e.g. Cordiner, 2014; Green, 2015; Manathunga, 2007). Rowland identifies two categories of outsiders: peripheral outsiders 'free to raise the kinds of questions that critique disciplinary assumptions and engage in critical conversations', and central outsiders 'identified with the management discourse of the ... University to promote compliance' (2007, p. 11). Reflecting on his 40 years as an academic developer, Gibbs observed that the wide range of activities that an ADU can be involved in to develop a university's teaching and learning 'require different organisational and political environments, [such as] a high level of credibility amongst departments ... or access to extensive networks, or levers of power' (2013, p. 5). He advocates that for ADUs to be effective in today's current complex HE environment, it is vital they understand organisational change and leadership (Gibbs, 2103). This brief outline of the role of ADUs deliberately excludes evaluation of their effectiveness, as the primary focus of my research is on the perspectives of the school champions and DL. Later in section 2.5, I illustrate the importance of ADUs to a selection of universities implementing change in teaching and learning.

2.2.2.4 Role of Heads and the Associate Deans and the quality agenda

A scan of the learning and teaching roles and responsibilities for Heads on Australian university websites in relation to the quality agenda, reveals much commonality. Common phrases are that they: provide academic and strategic leadership (for example, University of Western Australia, Queensland University of Technology); are responsible for delivery of courses (units) and programs (degrees); guide and develop teaching; encourage excellence in teaching (for example, University of Queensland); quality assure all teaching and assessment (e.g. University of Melbourne); and have line management of academic staff. The typical phrases for the Associate Dean role vary considerably with the most common being responsible for strategic leadership. Others include: oversight of all matters related to learning and teaching; monitoring and reporting on implementation of improvement strategies in learning and teaching (for example, University of Queensland, University of Sydney); and providing advice to the Dean about these matters (for example, University of Melbourne).

Associate Deans have no line management of academic staff or direct responsibility for implementing quality agendas—these are part of the Heads' roles. They may, however, according to Ling (2009), assume and share academic development responsibilities with the ADU along with Deans, faculty learning and teaching coordinators and program convenors—Heads were not mentioned. Scott, Coates and Anderson note that, in their study of 513 academic leaders from 20 Australian universities, including Heads and Associate Deans, there was wide variation in Associate Deans' accountabilities across the sector (Scott et al., 2008a). This finding is confirmed from a recent UK study of 172 Associate Deans by Preston and Floyd (2016). They found that, compared to the role of Head, that of Associate Dean is 'fraught with complexity [and] remains largely undefined and under

researched' (Preston & Floyd, 2016, p. 264). Thus it appears that the requirements of the role of Head in the quality agenda are agreed across the sector, while those of the Associate Dean role are not.

2.3 LEADERSHIP— A CONTESTED CONCEPT

When we plunge into the organisational literature on leadership we quickly become lost in a labyrinth: there are endless definitions, countless articles and never ending polemics. As far as leadership studies go, it seems more and more has been studied about less and less, to end up ironically with a group of researchers studying everything about nothing. It is unfortunate, however, that the popularity of leadership research has not equated to its relevance. (de Vries, 1994, p.73)

As noted in my introduction to the literature review, I am not reviewing leadership movements or phases or classifications into types. Instead, I am focussing on the contested nature of leadership because this relates directly to my argument that DL is also a contested concept (see 2.4.2). The contestability of DL affects how one interprets and analyses DL research, which in turn has the potential to call in to question implications that can be drawn. According to Grint (2005a), who analysed 50 years of leadership research that did not include HE, leadership, like quality, is a contested concept. This is because, 'we appear to be no nearer consensus as to its basic meaning, let alone whether ... its ... effects can be predicted' (Grint, 2005a, p. 15). He presents multiple definitions from various authors that are all 'linked to change, movement and persuasion' to illustrate this point. One of the simplest of these is from Nash who suggested that 'leadership implies influencing change in the conduct of people ... [and] if influence is successful, goals are attained' (1929, p. 24). Grint observes tongue-in-cheek, that we should 'stop the research [into leadership] now since [it] is making things worse, not better—stop while we are not totally confused' (2005a, p. 15). As seen in the quote at the start to this section, de Vries (1994) concurs.

Middlehurst (2008), in a comprehensive overview, also argues that leadership is a contested concept. She outlines how Western HE leadership research emerged strongly from business, military and government organisational settings in the early twentieth century. This research was mostly about white Anglo-Saxon males, and typically from the USA. The focus for her comments seems to be formal leaders rather than informal. She identifies the key reasons/factors for why the concept is contested: namely the body of research has different assumptions, foci, causal links, lenses through which it views the concept, values, terminology, constructs and perspectives. In a similar vein, Iszatt-White and Saunders, in a wide ranging examination of leadership that spans centuries and includes HE, conclude that leadership is 'an empty signifier—a word that has no meaning per se, until we fill it with significant meanings of our own, based on our experience of it' (2014, p. 1). These multiple differences mean that making valid conclusions from the research about leadership is challenging. Given the contested nature of the concept of leadership, for the purposes of this thesis, the concept will

be explored only as it is expressed within the distributive leadership literature, particularly as it applies to HE.

2.3.1 Summary

To establish the context for my research, I have briefly explored relevant, selected aspects of the complex HE context in sections 2.0 to 2.3. Universities are being subjected to constantly changing internal and external forces to which they must respond. The resulting and often competing change agendas produce multiple initiatives to be implemented by increasingly time-poor academics, whose workloads have increased, and who must play the research game well to stay employed. Many of the initiatives, internationally and nationally, relate to the contested concept of quality—one of the most influential of these being how to improve the quality of the HE curriculum (and therefore assessment). Providing leadership to achieve the required improvements in quality has proven to be vexed, with some researchers expressing frustration with aspects of academic culture such as autonomy and resistance that make change a slow process. Leadership, it appears, is another contested concept. In section 2.4, I present arguments and data to reveal that that DL is also a contested concept with multiple meanings, and no agreement as to what its essential features are for successful implementation of curriculum change. I then situate DL in HE scholarship to reveal the consistent, seductive grip that DL has had on researchers for 20 years.

2.4 DISTRIBUTED/IVE LEADERSHIP: SEDUCTION AND DISENCHANTMENT

2.4.1 Introduction

'The idea that leadership should be distributed, i.e. spread throughout an organisation rather than restricted to the individual at the top of a formal hierarchy' (Grint, 2005a, p. 139) dates back as far as 1250 BC, making it 'one of the most ancient leadership notions' (Oduro, 2004, p. 4). The concept came into prominence in the middle ages with the 'priesthood of all believers' promoted by Martin Luther and John Calvin 'as the great formal principle of the Reformation' (Quir, 2014). The doctrine from the Protestant Christian Church stated that every individual has direct access to God without ecclesiastical mediation, and each individual shares the responsibility of ministering to the other members of the community of believers; that is, we are all priests to each other ("Definition of priesthood of all believers," n.d.). The intention was that instead of all wisdom coming from the priest, it was decentralised (or distributed) to all believers. In modern parlance, the 'priesthood of all believers' can be interpreted as a group of distributed/distributive leaders seeking to influence others, not necessarily with religious overtones.

A growing number of universities worldwide have been using what they call DL to implement various changes either at institutional, faculty or school levels to encourage 'bottom up' implementation to complement the 'top down' policy imperatives (Cordiner & Brown, 2009). Typically this involves people in formal roles (with positional power) distributing a leadership task to those in informal roles (with no formally allocated positional power). Educational research into DL, which is mostly based on institutional change in primary and secondary schools in the United Kingdom and colleges in the United States, started appearing in the 1990s, giving the impression DL was new (Thorpe, Gold, & Lawler, 2011). It did not, as I have shown, evolve within the education sector. Based on this research in schools, DL was embraced enthusiastically and uncritically by HE as it seemed to 'promote(s) a more participative perspective on leadership' (Bolden & Petrov, 2014, p. 408).

However, opinions vary as to the value of DL. For example,

on a conceptual level, the notion of DL seems well aligned with notions of collegiality and professional autonomy which have traditionally been characteristic of HE leadership, while also recognising the wider institutional needs for effectively managing the changes that turbulent environments impose on HE institutions (van Ameijde, Nelson, Billsberry & van Meurs, 2009, pp. 764-5).

In contrast, Grint warns that DL is 'not a utopian alternative to (leadership)' (2005a, p. 143), while Leithwood, Seashore Louis, Anderson and Wahlstrom (although referring to primary and secondary schools) advise that 'we need to be sceptical about "leadership by adjective" literature ... as these adjectives (such as distributive) mask the more important underlying themes common to successful leadership' (2004, p. 6).

2.4.2 No shared meanings for DL: A contested concept

The literature reveals that DL has no shared meanings, multiple definitions, and is perhaps mere rhetoric (Corrigan, 2013; Tian, Risku & Collin, 2016). For example, is it a value or ethic residing in the organisational culture (Macbeath, 2003); a set of principles (van Ameijde et al., 2009); a concept (Bento, 2011); a lens (K. Harris, 2009); a diagnostic and design tool (A. Harris & Spillane, 2008); a model of change (Bolden, 2007); a strategy (Triegaardt, 2013); a style (Spillane, 2006); a method and philosophy (Grint, 2005a); a process and practice (Petrov, Bolden & Gosling, 2007); a framework (Jones et al., 2012; Timperley, 2005); a solution to improving student achievement (Gronn, 2009); a slogan (Leithwood et al., 2004); or a mantra (Seashore Louis, Mayrowetz, Smiley & Murphy, 2009)? This confusion of meanings and definitions means that DL is an 'essentially contested concept' (Gallie, 1956), and 'a set of vague notions flying in loose formation' (Churchland, 1989, pp. 382-3), which are 'not capable of being reconciled into one theory' (Bennett et al., 2003, p. 7).

Without more empirical evidence of impact (whether in primary and secondary schools or universities), some authors wonder whether DL is going to be disparagingly referred to as 'just another leadership flavor of the month' (e.g. Leithwood et al., 2004, p. 5). This claim is not supported by Google Scholar publication data (see 2.4.4 and Table A.1)—DL has longevity whether it is being embraced or renounced. Academics have retained their fascination with it over many years, despite their reservations. For example, Gill labels DL as 'a fashionable' leadership model that universities promote 'as a cloak to hide an increasing lack of consultation with staff' (2008, paragraph 1). For a concept to be 'fashionable' for nearly 20 years is convincing evidence that DL, regardless of its contested nature, has staying power. Macfarlane, for example, states in an editorial for a special journal issue on leadership, that the articles indicate that 'DL has now become mainstream, and even perhaps the dominant mode of analysis [of leadership practices] ... no longer an alternative or marginalised way of understanding leadership in higher education' (2014, p. 1).

Some authors provide evidence that DL fosters community engagement, opportunities for all to engage in key decisions, and can create a shared sense of community that encourages collaborative problem solving and ownership (e.g. Keppell, O'Dwyer, Lyon & Childs, 2011; Lefoe, Smigiel & Parrish, 2007). In contrast, in his early writings advocating DL, Bolden claimed that DL in HE 'has serious practical challenges in implementation especially with formal leaders letting go some control and authority to the informal leaders' and is in 'the adolescence phase' of development (2007, p. 6; 2011, p. 264). This latter metaphor implies that DL is incomplete and hence governed by turbulence. It needs to grow up and mature, and this process of identity formation will likely be turbulent because of uncertainty (Erikson, 1968). In a relatively recent stimulus paper, Bolden and co-authors have relabelled DL, putting it with collective leadership under the umbrella of shared leadership because, they claim, these three terms have much in common (Bolden, Jones, Davis & Gentle, 2015, p. 4). The paper presented a range of previously published frameworks, examples and questions to reconsider under this 'new label', concluding with positive wording, that 'a shared leadership perspective has much to offer those seeking to improve the quality and effectiveness of their HE projects and organisations' (Bolden et al., 2015, p. 38). This example illustrates the ever changing field that is DL, and reinforces its contested nature.

The key implication of this 'conceptual and empirical muddle' (Lakomski, 2008, p. 162) and theoretical pluralism (van Ameijde et al., 2009) is that comparing implementation of DL in different institutions is challenging. Another important issue is: what is distributed when the term DL is used in HE?

2.4.3 DL: What is distributed— power and/or accountability?

According to Benayaoune (2012), in the business sector the definition of authority is formally delegated legal power that is inherent in a particular job, function or position. It is intended to enable its holder to successfully carry out his or her *responsibilities*. Accountability, on the other hand, is the obligation of an individual or organisation to account for its activities, accept *responsibility* for them, and to disclose the results in a transparent manner. He concludes that 'authority and responsibility have accountability in common, i.e. without accountability, authority can be abused and responsibility neglected' (2012, paragraph 7). Conversely, you can only hold people accountable for responsibilities when they have been given the competencies and tools, and enough authority to do the job well (2012, paragraph 9). These definitions now apply in HE because of the market-driven approach to judging all aspects of institutional effectiveness (Leveille, 2006, p. 6).

Despite many HE institutions embracing DL (see the scan in section 2.5 for examples), it is not clear whether it is *power or accountability* that is distributed (Petrov et al., 2007). For example, Lefoe et al. only refer to power being distributed when defining DL in HE: 'the distribution of power through collegial sharing of knowledge, practice and reflection through collegiality' (2006, p. 3). According to Collinson, editor of a volume about research in DL in further education that includes HE, the researchers (in the volume) 'tend to view DL as the *vertical* dispersal of *authority and responsibility* and ... shared leadership in terms of the *horizontal* dimensions of these processes [emphasis added]' (2008, p.2). Hence, they view responsibility as equivalent to accountability. However, Kezar (2014) distinguishes between authority and power in academe. From the HE literature she concludes that: 'faculty are more likely to be influenced by the expert or referent power of others whom they perceive as holding specialist academic knowledge, who share similar values and whom they trust as colleagues' (Kezar, 2014, p. 94).

Her definitions of three forms of power are useful when considering how change agents at lower academic levels than professor might achieve change without authority. Kezar explains that

collegiality is a deferential form of power where long-time colleagues garner power; expert power is when individuals allow themselves to be influenced by others because they possess special knowledge; [and] referent power represents the willingness to be influenced by another ... because he or she is identified as a colleague or as someone who is trustworthy (2014, p. 94).

She warns, however, that the three forms of power must be combined with specialist attributes of academic knowledge, shared values and trust. This leads to the conclusion that a particular academic level (one with authority) is not essential if these attributes are present —although missing one of these may result in a less than effective change agent. For example, when change agents have been long-term in one institution, they know how to work within the culture, plus they know the history of particular issues and their possible impact on implementing change (Kezar, 2014).

In terms of what is distributed—power and/or accountability—various authors have expressed concerns that, in reality, all DL does is maintain the status quo (i.e. everyone is professionally accountable), rather than distribute power (Bento, 2011; Lumby, 2013). Reasons given focus on formal leaders (those in authority) not wanting to relinquish power (Iszatt-White & Saunders, 2014), and the fact that 'DL ... still needs leaders to lead it (but there are) inequities of power and influence' (Bolden & Petrov, 2014, pp. 415-6). Focussing on accountability and collegiality instead of power, Zepke (2007) states that DL can work in an audit culture; that is, an accountability-driven world. It is possible, he says, 'if the meaning of accountability is reframed to mean being mutually-responsible to all other actors in the HE enterprise' (Zepke, 2007, p. 313). As Bento (2011) notes, most DL research has focussed on the actions of formal, not informal leaders, which is 'a central paradox in a field emphasising collective action' (2011, p. 21). My research helps to fill this gap by using a leadership and academic powers conceptual framework to analyse how a purposive sample of four informal leaders, academic change agents labelled school champions with no formal (positional) power, supported the implementation of CRA (see 8.4). In the next section, I illustrate the staying power of DL in HE publications to demonstrate its seductive hold on scholars.

2.4.4 Situating distributive leadership in HE scholarship

To place DL in the broader HE leadership context, two scans of publications were conducted using Google Scholar to compare publication trends from 1996 to 2014 for the phrases 'leadership in HE' and 'DL in HE', excluding articles or books on primary or secondary schools, and other non-HE contexts. The publications include citations, books, journal articles, and occasionally papers and reports for government entities (however the latter are in the minority). Conference papers are excluded by the software. The relative importance of DL was calculated using the percentage of DL publications compared to the total for 'leadership in HE' (see Table A.1). A major limitation is the primary data for the figure changes from day to day, possibly indicating that either some publications had been removed or had been reclassified by the Google Scholar algorithms. Because of this unexpected anomaly, I am using Table A.1 to indicate general trends only. Table A.1 shows that publications for DL comprise over a third of publications about leadership in HE for most years, and close to 40% in 2005 and 2009 (shaded boxes). The maximum DL publications were in 2014 (3,890), with a corresponding peak of 11,900 for leadership in HE publications. These data indicate that interest in DL in HE has not waned, with yearly publications increasing nearly eight-fold for DL from 1996. The data do not reveal whether authors have come to a shared understanding of DL and how to implement it, or are expressing disenchantment with it. The results convincingly illustrate that, after 20 years of data gathering and reflection, the DL discourse is sufficiently powerful to consistently seduce scholars into giving it their close attention. Macfarlane is prompted to ask 'are we too easily

seduced by the democratising ideal that everyone is a leader?' (2014, p. 3). DL is seductive because the word 'distributed' is magnetic and enticing, arousing hope and desire that this type of leadership will fulfil the universities' needs for a type of leadership that is attractive to academics at all levels. DL is also seductive because it raises expectations to unrealistic levels. In terms of publications, DL has staying power because academics are still either enamoured of DL, or sufficiently provoked to critique its deficiencies. I now introduce, in section 2.4.5, Grint's (2005a) framing of leadership into four broad contexts, three of which—the emperor, the cat herder and the wheelwright—are used as a conceptual framework in analysing my research data in section 8.4.

2.4.5 Leadership and academe: emperors, cat herders and wheelwrights

Drawing on his review of 50 years of research in leadership referred to above, Grint (2005a) distilled leadership as concerned with the novel and the unpredictable, with differences in the areas of person, result, position and process. He then mapped these differences into four types of relationships between leaders and followers using two parameters: degree of commitment to organisational goals, and degree of dependence on the leader. This resulted in four leadership contexts (see Figure 2.2), which are generic and not based on HE contexts (Grint 2005a, p. 36). These contexts are useful as a way of categorising the type of leadership that evolves when implementing institutional change in HE. In Figure 2.2, the emperor (quadrant 1), is the most typical form of relationship between leaders and followers. This leader is held as superior by their followers because of various qualities (e.g. intelligence, vision) and, as a consequence, is responsible for solving all the organisation's problems. This leads to followers only marginally committing to the organisation's goals, which are often the personal ones of the leader. Followers have no responsibility because of destructive consent; that is, they may know their leader is wrong, but they do not say anything, hence consenting to the destruction of their leader and maybe the organisation (Cranfield University Learning Services Team, 2007, paragraphs 6 & 9).

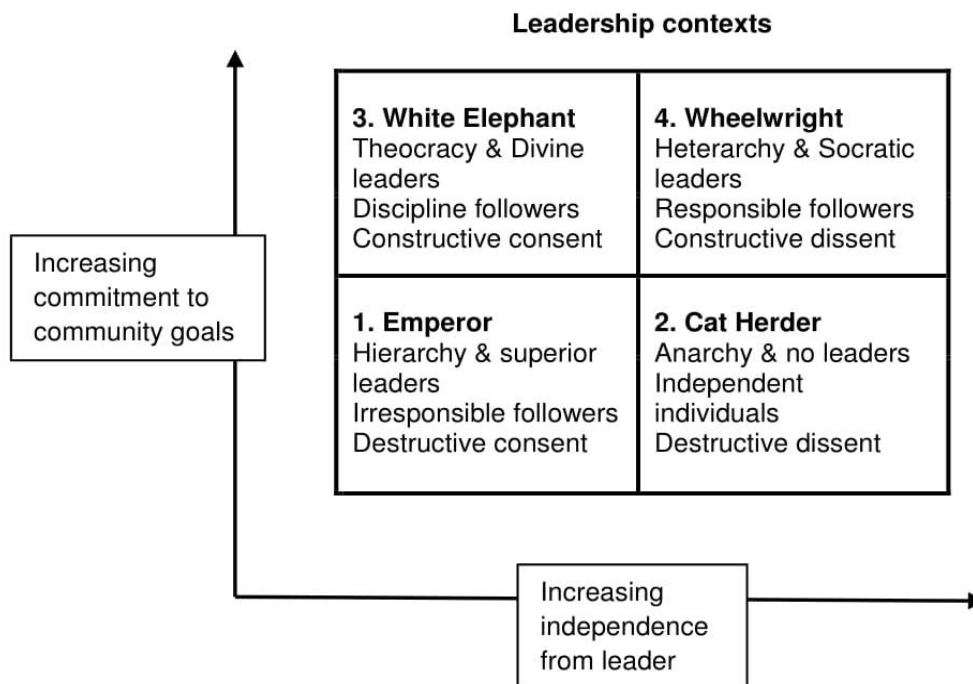


Figure 2.2: Leadership, followership, commitment and independences (Grint, 2005a, p. 36)

In quadrant 2, the leader resembles the cat herder and has an impossible task. This is a form of anarchy without leadership because of a level of disinterest in the community similar to that in the first quadrant, and an increase in the level of independence from the leader (Cranfield University Learning Services Team, 2007, paragraph 10). Applying the cat herder leadership context to academe, academics are the cats who cannot be herded, implying they are free to do what they like as independent and autonomous academics. In this interpretation, academics are anarchic and not interested in their own institutions as a whole, just themselves and their own disciplines. The white elephant leadership context with a divine leader does not apply in the HE context.

The wheelwright (quadrant 4) is when the leader recognises their own limitations (in the fashion of Socrates) and *distributes* leadership according to requirements of space and time. This leader-follower relationship is analogous to the spokes of a wheel, which are 'the collective resources necessary for the organisation's success—and the resources the leader lacks—the spaces between the spokes represent the *autonomy* [emphasis added] for followers to grow into leaders themselves' (Grint, 2005a, p. 37). The responsible followers are required to compensate for the leader's limitations by constructive dissent; that is, they willingly dissent from the leader if the latter is deemed to be acting against the interests of the community (Cranfield University Learning Services Team, 2007, paragraph 12). For this context to work, the followers 'need to remain committed to the goals of the ...

organisation while simultaneously retaining their spirit of independence from the whims of their leaders' (Grint, 2005a, p. 36).

Grint concludes his analysis by advocating for 'finding a good wheelwright ... to start the organisational wheel moving ... because leadership is the *property and consequence of a community* [emphasis added], rather than ... of a leader' (Cranfield University Learning Services Team, 2007, paragraph 18).¹⁰ Applying the wheelwright context to leadership and academe, academics are committed to their own institutions, act responsibly not anarchically, yet are autonomous and independent with the interests of the academic community paramount. This context bears broad similarities to some of the conceptualisations of distributive leadership in HE (see 2.4.2). Where the wheelwright context differs is in drawing out the key features of this type of leadership, whereas the features of DL are still being debated in the HE literature. As my project is investigating how DL was used to implement CRA at an Australian university, in section 2.5 I am situating that project in national and international contexts in order to draw out similarities and differences.

2.5. SITUATING THE DL PROJECT IN NATIONAL AND INTERNATIONAL CONTEXTS

2.5.0 Introduction

The scan below informs my research into the DUU project by functioning as a resource to: situate the project within a range of other teaching and learning projects; benchmark the project against a sample of national and international projects; confirm the ubiquity of usage and/or call into question some of the strategies used in the project; confirm or challenge my evidence that labels matter to change agents; suggest possible advantages and disadvantages of the project compared to those in the scan; and provide a database of the multiple ways in which DL has been realised.

2.5.1 Selection parameters and limitations

The scan involved mapping the key features of the DUU project (which was a whole-of-university change project) against 20 teaching and learning projects from Australia and overseas (including non-Western universities). Most took place between 2002 and 2015. To be included in the map so I could make reasonably valid comparisons of similar projects, the account of the selected project:

- stated that DL (of some description) was used or it could be inferred because other features of the

¹⁰ Quadrant 3 (white elephant) is not relevant to this literature review as it refers to a leader deemed to be a deity whose disciples must obey because of religious requirements (Cranfield University Learning Services Team, 2007, paragraph 11).

project indicated this, such as mention of top-down and bottom-up and/or middle-out leadership (Cummings, Phillips, Tilbrook & Lowe, 2005)

- had other features similar to DUU's but DL not stated or able to be inferred
- was a whole-of-university change project, except for a small group that was not as they had some features similar to DUU's
- had some features sufficiently different to warrant inclusion to inform the critique of DL at DUU.

I initially aimed to focus only on projects implementing CRA or OBA/OBE. Because this early scan did not result in a statistically significant number of projects for my purposes (i.e. 30), I decided to include those implementing e-learning, curriculum (broadly) or other teaching and learning aspects, such as scholarship. There were limitations to my selection. For example, sources were restricted to published refereed journal articles; conference papers; official reports for government funding agencies, higher education authorities, the Organisation for Economic Cooperation and Development (OECD) and university bodies (such as Senate, Teaching and Learning Committees); plus university websites. These sources were often lacking in some key details, so I decided to email university contacts found on websites with limited success. In the sources, I wanted to read about the mechanics of the projects; that is, how they were set up, the challenges encountered and how these were dealt with, and especially to read the perspectives of the change agents. I rarely found these.

The apparent silencing of much of the messiness of university change by many authors suggests that they were protecting themselves and/or their institution and/or the change agents from criticism and the suggestion of failure to implement change. Another possibility is that the particular university's project was government-funded, and in reporting back to the granting body the authors did not want to be 'biting the hand that feeds them'. Their reports were usually couched in such a way that perceived failures were acknowledged but backgrounded, with the focus on lauding the indispensable nature of the distributive leadership model they used and which the funding entity was promoting (e.g. Nakazawa & Muir, 2009). Another problem I encountered was on certain university websites, e.g. Canada, Malaysia, Sweden, I could read that OBA was used (by Government edict) but not how it had been implemented, other than descriptions of how to write learning outcomes and assessment tasks with rubrics; what programs and degrees had been revised; and how students were now achieving better outcomes.

Eventually I decided after many weeks of searching, that I had enough examples for comparison with DUU's CRA project to show similarities and differences, as well as what appeared to be possible in terms of sustainable strategies. The majority of examples I have selected are about whole-of-university change (indicated by 'U' in column 2 of Table A.2). However in four cases, the published account was about only one faculty, school or department. I included these because they had

some of the features of the DUU project, or others I found intriguing because they took what appeared to be a novel approach to sustainable institutional change. Another limitation to the completeness of data was the challenge in accurately determining the size of these universities in the years 2009-2011 in terms of numbers of students and academic staff. This would have given me a rough impression of the size of the project and the complexity of institutional change. I decided to seek this data to paint a more complete picture of each university's context. In some cases I could access annual reports for this information, but in many cases these had restricted access or were not available online. I could access university media reports or data on student enrolments for the years 2011 to 2015 in some cases, or only current data.

For Australian universities, the data are published online by the Australian Education Network. From these varied sources I could roughly classify the universities as small (6,000-20,000 students), medium (21,000-45,000) or large (46,000-100,000). This is purely from my Australian perspective where the largest (but not one of the examples in Tables A.2 and A.3), Monash University, has 64,479 students in 2015 ('List of Australian universities by size', n.d.). Data about academic staff numbers were more difficult to source. In some cases it was readily available for 2015 (the year I compiled the figures) but not earlier. In most cases it was not available for the reasons given above about lack of access. The classification of size in the years 2009-2011 is therefore based only on student numbers that I have accessed or estimated for those years based on current data. I acknowledge that these data are incomplete because I do not know the rate of growth of the universities to assist in estimation. For this reason, I have deliberately made the size classification ranges of 'small, medium and large' fairly broad.

Interpretation is also decontextualised by not situating each university within its cultural and historical contexts, which could influence how change is perceived and implemented; for example, whether the country's cultures influenced the power structures in the university, or the university is heavily research or teaching-focussed. Despite these limitations, a snapshot of much variability in DL implementation is revealed. None of the examples of HE institutional change that I have read (including the ones in Tables A.2 and A.3) critique the model of change from the perspectives of participants. This indicates that there is a gap in the literature which this study will contribute to filling. My analysis of the 21 projects, including DUU's, is a detailed mapping in the form of two tables of key features of the DUU project (in the heading row) to the features in all the projects. These features are key because they are the bases for gathering data (including interviews) to help me achieve my study aim by providing empirical evidence from one higher education institution implementing change to assessment practices. The features have informed my interview questions and the structure of the results and discussion chapters (5-8). They also are intended to form a through-line running through the thesis chapters to provide cohesion to the story. Each table is split into four

sections or 'groups', which are in order of project types. All universities are numbered and each section grouping is in alphabetical order, with DUU highlighted.

Group 1 comprises 11 universities that were involved (and some still are) in implementing CRA/OBA/OBE; group 2 comprises five e-learning projects; group 3 has only two scholarship projects (writing up research in some aspect of e-learning); and group 4 has three in various curriculum and/or teaching and learning projects not identified as one of the previous groups. Percentages have been rounded to the nearest whole number. Table A.3 lists the references for each project in the final column. In both Tables A.2 and A.3, NA refers to 'not applicable' and NI to 'no information available' for the reasons mentioned earlier. I next briefly outline the broad similarities across the projects and then focus on the many stark differences, highlighting aspects that I refer to later in the results and discussion chapters (5-8).

2.5.2 Similarities and differences between projects: Table A.2

2.5.2.1 Size of the university

The selection of universities comprises five small—24%; 14 medium—67%; and two large—10%. DUU is in the medium size category. As I explained earlier, the selection of universities was not based on size but on the project and other features. In the medium category, 50% were implementing changes to assessment of which DUU was one; 29% were implementing e-learning or e-scholarship; and 21% were implementing improvements to student experience and curriculum. Of the small universities, I classified one as very small (University of York) as it was at the lowest end of the small range (more towards 6,000 students than 20,000) and one as very large—the University of Maryland with 90,000 students (towards the upper end of the range).

Hénard and Roseveare, reporting to the OECD about a study of 29 higher education institutions across 20 OECD and non-OECD countries, concluded that 'the size of an institution is irrelevant with respect to quality teaching'. What is essential to improve the quality of teaching is: a teaching and learning framework is set and understood by the community; resources, time and provisions are provided consistently; leadership is a driver for change and is clearly identified at all levels; and synergy of policies is sought as it serves teaching and learning improvement (2012, pp. 10-11). The focus of their study was to compare the effectiveness of top-down to bottom-up approaches on quality of teaching initiatives and was 'less concerned with the practical aspects and concrete mechanisms used to put them into practice', acknowledging these are 'heavily dependent on the circumstances of each institution' (2012, p. 2). Experienced academic developers and researchers, D'Andrea and Gosling, concluded that size does matter—stating that change in teaching and learning can be agreed to and implemented collectively, only in 'relatively small institutions with a specialist

focus' such as Alverno College in the USA (2005, p. 6). This indicates the challenges the majority in the scan likely faced.

2.5.2.2 Project

Sixty-two per cent (marked with an asterisk in Table A.2) stated they used (some form of) DL, or it could be inferred based on mention of top-down and bottom-up leadership, or both of these plus middle-out leadership, indicating a distribution of leadership across different academic levels. For the remaining 38%, DL was not stated and/or it could not be inferred that it was. These data suggest that the practice of the DL discourse appears to have seduced some non-Western universities. One could perhaps infer that it is the nature of universities that is the common factor in the embrace of DL, not whether they are Western. In group 1, CRA/OBA/OBE is mandatory in six of the 11 examples and is not yet mandated in Australia. In group 2, the e-learning projects are not mandated by governments. They are typically about implementing online learning management systems with massive investment in computer, database and cloud storage technology, plus supporting academics to adapt their teaching and assessment to an online environment. DUU immediately followed their CRA project with an e-learning project, which for most academics meant that every year between 2008 and 2014 involved major institutional change to teaching and assessment. This constant institutional change is a fairly typical picture for most universities regardless of country, as noted in the introduction to this chapter.

I have included group 3 to show that two universities are taking a whole-of-institutional approach to non-government mandated scholarship of e-learning, using a change agent approach. Group 4 is included as it comprises curriculum projects involving teaching and assessment, but with insufficient detail for me to know whether these are specifically focussed on CRA/OBA/OBE. None of the examples in group 4 are from countries mandating CRA/OBA/OBE. Referring to their research in United States HE institutions, Newcombe and Conrad found that, with mandated government change: 'one of the primary factors influencing the scope and degree of compliance is the existence of effective change agents within the subsystems (i.e. faculties and schools)' where the extensive change is intended, as long as they are 'committed to change ... and *given power and resources* [emphasis added] to implement (it)' (1981, p. 573).

Of the universities where CRA/OBE/OBA is mandated, all had change agents involved in implementation in faculties and schools. When governments mandate and fund change, as happened with the Bologna agreement and subsequent Bologna process of curriculum redesign (refer to 2.2.2.1), the impact was far reaching and sustained. Today, the Bologna process continues (Commission/EACEA/Eurydice, 2015). Emulating this success at individual university level, when the type of change is *not mandated by a government* and implemented slowly (as with Bologna), is not without its challenges. For example, Melbourne University in Australia undertook a radical change to curriculum, referred to as the Melbourne model, to distinguish the university from others in Australia

and become more closely aligned with European and Asian practice, and North American traditions (McPhee, 2006, p. 1). Their approach resulted in much controversy from university staff and students, mainly because it was implemented too quickly—in just over two years (Cervini, 2009). In this example, all staff members were change agents; power was in the form of mandated change, but not by the government, and the resource of time was insufficient.

2.5.2.3 Time allocated to the project

For five examples (24%), the projects have been *ongoing* since inception, with the longest being at Cape Peninsula University of Technology, South Africa, which has supported OBA since 2002. The remaining universities (76%) allocated a *finite time* to their projects ranging from one semester (typically 13 weeks) to five years—DUU was one of those. It originally allocated two years until the ADU secured more funding, which enabled academics to be supported for two more years implementing CRA. My data show there are two groups of universities: those for whom the project is integrated into what they do (ongoing), and those for whom the project has a start and end date. This seems to indicate that the impact of the projects of the former group was of such significance to teaching and learning that an end date was inconceivable. These universities had sustained changes which would have required 'permanent ... commitment from the top-leadership of the institution' and the 'encouraging (of) a quality teaching culture' according to Hénard and Roseveare (2012, p. 10).

Kezar terms this 'deep change' (2008, p.13). Based on a study of 20 US universities in the Kellogg Study, she concluded that it was essential that 'supportive leaders are committed for the long-term and realize that deep change will take *seven to ten years*' [emphasis added] (2008, p. 13). Note that she was not referring to the time from start to finish of a change project, but the time for 'deep change' to occur. I infer from her quote that she means the change becomes part of the fabric of what the university does, which would indicate that it becomes ongoing. Her finding is supported by another large study in eight countries by Gibbs, Knapper and Piccinin (2009). They found that bringing about change in the quality of teaching¹¹ in a single term of office (3-5 years) could not be accomplished by the Heads in 'quite a few' of the 19 case studies (the percentage was unstated).

The case studies were from two departments in each of 11 'world class, research-intensive universities' (Gibbs et al., 2009, p. 3). The departments were chosen because they were considered to be 'quite outstanding at teaching' with the aim of the researchers identifying what role the Head of School (HoS) had played 'in creating and supporting excellent teaching' (2009, p. 4). However, the methodology for selection of institutions is not outlined in the report, so one cannot know whether the

¹¹ The authors defined 'quality teaching' as 'whatever leads to high quality learning' (not just the characteristics of the teaching itself), and this includes course design (curriculum) and features of the teaching environment (2009, p. 30). Hence the findings of their study are relevant to my research.

staff were 'quite outstanding' before the Heads arrived. What I found interesting was the conclusion by the researchers that two terms (6-10 years) to three terms (9-15 years) were needed for significant change, indicating that the original timescale of one term of office was unfeasible. From my scan of universities, only five appear to be aiming for deep or significant change as their projects are ongoing (and they do not include DUU). Referring to e-learning implementation at Oxford Brookes University, Sharpe, Benfield and Francis commented that 'our concern was that lack of sustained and effective implementation could lead to e-learning developments being dropped when the next initiative came along' (2006, p. 136), with no deep change occurring. In the next section I examine the collective data on change agents across the scan.

2.5.2.4 Academic staff as change agents: Label, academic level, number and selection requirements

Label

Of the 21 universities, two had no labels for their change agents. Of the remaining 19, six (32%) incorporated the word champion and four (21%) used fellow in their labels. The others had labels that included: leader; scholar; mentor; officer or consultant. None used change agent. Thirteen (68%) specifically referred to the nature of the project in their label; that is, curriculum, assessment, teaching and learning, action research, online, e-learning, teaching, e-scholar. Three universities had labels that were less informative: school champion; champion; and project leader. Very little research has been done on the evolution and significance of change agents' labels in HE. I review the research on labels for change agents in section 2.6 of this chapter and analyse the implications for those who are labelled in Chapter 6.

Academic level of change agent

The academic level of the change agent varied so much that coming to any valid conclusions about the relationship between this and the project was not possible. This indicates that there is no consistency in the selection of change agents according to their academic level, and no common agreement amongst institutions about what academic level for a change agent is the ideal for supporting colleagues to change their practices. Perhaps it also could be that academic level for some institutions is not as important as other personal attributes. I could find no information for 52% of the universities, which is possibly a function of how academics and university websites choose to report these institutional change initiatives. For the remaining 10 universities there was much variability in terms of academic level of change agent with eight using a range of levels. Of these, Hong Kong Polytechnic University is unusual in that the majority of its OBE champions were professors (level E—the highest) with power and authority. In contrast, two used change agents at academic A (the lowest) with no formal power or authority.

Only two (Oxford Brookes and Leeds Beckett) promoted their change agents. In the case of Leeds Beckett, these positions were as permanent teaching fellows, but there is no information about what academic level they were, other than assuming it would have to be above A (the lowest). In contrast, two universities used only academic A change agents. These data indicate that there was no common agreement amongst institutions about the ideal academic level for a change agent. Crow, Arnold, Reed and Shoho observed that 'differential power relationships privilege certain academic disciplines (and) faculty ranks, ... over others, resulting in some changes being ignored or devalued' (2012, pp. 176-7). The possible negative fallout for an academic A could be personal and professional as a result of dealing with powerful academics. From the range of academic levels in my scan, one might be tempted to infer that teaching and learning change would be more successfully implemented if the change agents were at the highest academic level (position and therefore authority) of professor (as in example 4).

With the increase in shorter contracts in many universities around the world—including Australia (Norton & Cherastidtham, 2014)—the academic workforce is less stable with little time to implement change and 'no institutional memory to continue a change initiative' that was previously implemented (Kezar, 2014, p. 97). In terms of my scan, in the five universities where change was ongoing, one could reasonably assume they have a stable workforce; the change agents would have had collegial, expert or referent power (see 2.4.3), shared values with colleagues and be trustworthy; and they would have remained in place so that institutional memory about the reasons for the change was intact (Kezar, 2014, p. 99). In section 8.4.2, I provide vignettes of selected change agents with collegial, expert or referent forms of power, or who were powerless or who had borrowed positional power. Power and authority are therefore key emerging concepts in the implementation of DL in institutional change.

Number of change agents

The number of change agents ranged from two, for one discipline in one school in medium-sized Macquarie University, to 61 for a small Glasgow Caledonian. There was no information for three universities. A limitation to these data is that the reports of projects I chose are sometimes only about one faculty or school, or in the case of Macquarie university, one discipline in one school. In two cases the only information available refers to one change agent per school, but the number of schools in each institution is not stated, while numbers are variable for New Mexico State University. The literature is silent on relating the size of a university to the number of academic change agents required to support implementation of whole-of-institutional change. One could reasonably assume that a one-to-one relationship would be too simplistic as it would ignore the multiple variables involved, some of which are noted in Tables A.2 and A.3.

These figures do not include data on, for example: the leadership characteristics of the change agents; the culture, traditions, values and practices within each selected university, whether its country's cultures influence the power structures in the university and whether the university is heavily research or teaching-focussed. I conclude that there is no discernible pattern in the numbers of agents appointed in relation to the size of the university or nature of the project. For those using DL, there is no consensus about the most effective guiding principles in regard to distributing change agents. The negative implications of insufficient agents include: unmanageable workloads if staff numbers are huge; added challenges serving multiple campuses; no time for their research thus restricting promotion potential; and possible burnout.

Selection requirements

The requirements for change agents ranged from appointing those already in a position of responsibility such as course coordinators, (e.g. RMIT University) to detailed selection criteria (e.g. Glasgow Caledonian University and Murdoch University); to broad generalisations such as 'interested in teaching and learning' (DUU and City University); 'strong interest in teaching and learning' (La Trobe University); 'enthusiastic teachers' (The Chinese University of Hong Kong); 'experienced' (University of Maryland); 'already involved in significant e-learning and research' and ... shown they could 'achieve stated goals' (The University of Auckland); to no requirements or guidelines at all—change agents self-select (New Mexico State University). I could find no information about the appointment of change agents at three universities, suggesting this was inadvertently overlooked or not considered important enough to be reported. For the first of these, there were only two change agents as all other staff in one discipline in the school had left or were replaced. This led me to assume the two agents were the last ones remaining (Nakazawa & Muir, 2009). For the second university, there were no details in the four references listed in Table A.3, and for the third, the reference simply says the agents were seconded to the ADU.

The most unusual selection requirements I found were at Glasgow Caledonian University, which also had the largest number of change agents (61) involved in separate school-based projects. The university wanted to promote mainly e-learning research that ultimately resulted in publications. Thus its focus was on the scholarship of teaching and learning and boosting research output. Two levels of change agents were selected with one much more experienced than the other ('scholars' versus 'associates')—refer to details of the former in Table A.2. These academics worked in teams of two to three, so that the associates were mentored and developed their research and writing skills. A unique feature was the project selection mechanism. Each scholar's project application was peer reviewed by international experts and the university's PVC (Learning and Teaching). If approved, the university provided £2,000 (about \$4,230 AUD in 2015) over two years for the scholar (but not the associate!), and if the project was successful, it then counted towards career progression for both and a

change in title and status for the scholar to Caledonian Scholar. According to Creanor's account (2014), this approach to raising the profile of e-scholarship and its value to academics' careers has been very successful as evidenced by the 43 completed projects (over four years to the end of 2012).

From the scan, there is no discernible set of common selection requirements for change agents except for generalisations stated by some universities, such as interest in teaching and learning. This could indicate that universities deliberately make requirements broad so as not to restrict the pool of applicants, or they leave it up to Heads to choose the change agents using implicit criteria derived from those general statements (and not published in accessible accounts of the projects). These selection mechanisms compare very poorly to those used for academic appointments and promotion, giving the distinct impression that selecting change agents for teaching and learning projects is one requiring little rigor and no shared standards. The exception to this generalisation is the process used by Glasgow Caledonian University described above. There is a dearth of research on the selection of change agents in HE. I investigate this issue in detail by exploring the ramifications for DUU of selection requirements that were broad generalisations with little detail in Chapter 5. In section 2.5.3, I continue the analysis of the remaining similarities and differences in the implementation of the selected projects in Table A.2 and summarise key findings in section 2.5.4.

2.5.3 Similarities and differences between projects continued: Table A.3

2.5.3.1 Financial incentive for/from the university and/or change agents

Of the 21 examples, only one had no financial incentives, either for the university and/or the change agents. The majority (95%) of the universities had funding for implementing the targeted change—provided solely by the government for three; by the university for 65%; and was a combination of government and university in three instances. Only 29% of the universities gave incentive payments to the change agents. Of these, three stand out: DUU; City University, London; and Oxford Brookes University, UK. DUU, a medium size Australian university, gave their change agents \$3,000 for acting in their role for at least two years of the project. This money was to be spent on the change agents' own research, professional learning or attending conferences. City University, a small university, used government funds to not only fund individual school projects, but also to establish a new ADU and provide a variety of incentives to change agents: scholarships, one year sabbatical or individual teaching and learning grants. Oxford Brookes promoted their change agents to a management position. The smallest incentive was \$50 (US) offered by New Mexico State University in the form of a gift card to an online bookstore, which the Executive Director of Accreditation, Shelley Stoval, stated was 'negligible' (Personal communication, email 31/7/15).

According to Kezar, 'rewards (release time, money) tend to have some influence, but they are marginal compared to other strategies ... (and) in the history of HE, this strategy has not been used much ... so, there is no way to know if, and to what degree, reward structures facilitate change' (2008, p. 17). I explore this in more detail in section 5.2.1 where interviews with change agents at DUU revealed their opinions of the financial incentive offered to them. Blackmore and Kandiko (2012a) argue that because curriculum reform has an immense impact on staff time, regardless of whether the HE institution is research-intensive or not, incentives should be offered to staff to support the change. Their rationale is from a moral standpoint and is based on a major project conducted in 2009 in which they visited 20 research-intensive universities in five countries (Western and non-Western) undertaking curriculum reform. They interviewed academics and administrators across all levels except those below program (degree) coordinator, which meant they did not hear the opinions of the majority implementing the changes with students. These results illustrate that most universities in the scan do not reward their change agents to personally acknowledge their contribution. This could result in cynicism and disappointment, with fewer academics volunteering or accepting a future change role.

2.5.3.2 Training for change agents

Typically, the references mention that there was one, two or more days training of change agents and give no further details, or just state that training was done. However, I can state that it was not applicable for university 10; for 33% there was no information at all about training; training was provided by 57% of universities; and none was provided by two. Most mentions of training sessions in the references reveal that they were one-off sessions in the form of workshops. The most comprehensive training (at least in terms of time) is reported by the Australian Catholic University, which provided three intensive workshops each of three days for its change agents. The University of York, a very small university, offered training in e-learning to all staff and did not restrict it to the 22 e-learning champions appointed for the initial stage of the project. The information about training from the listed references lacks specificity or is absent in many cases. This means I am unable to provide a comprehensive account and validly compare what different universities did. Despite 20 of the 21 universities in my scan being supported by an ADU, the references revealed that training offered to staff for the projects was, except for one university, done in a short time, not at all, or not reported. This might indicate that the ADU is under-resourced or that academics are time-poor and cannot allocate sufficient time for effective training. The main implication of inadequate or non-existent training/support is that change agents will not understand the why and how of the curriculum change and will therefore most probably be ineffective.

2.5.3.3 Time allocation for change agents

Sixteen universities (76%) provided a time allocation for change agents to carry out their role. This varied between universities from full-time (three) to part-time (six), to a variation between those who worked full-time in the role and those who were part-time (three). For DUU, which was initially included in the 16, the allocation varied between 100% and 0% depending on which change agents had been chosen by their respective faculty or school, indicating an inconsistent approach. For three universities, time was allocated but there were no details. At New Mexico State University, change agents could be either full or part-time; for Queensland University of Technology, one of the change agents was appointed full-time while the other eight were 50% as change agents and 50% in their main academic role; and for Oxford Brookes University, there were two types of change agents—full-time champions and part-time technologists who had half a day per week. In contrast to the majority of universities (71%) that provided either a full or part-time allocation, DUU had an inconsistent approach. Time allocated to the role varied between 100% and 0% depending on who had been chosen. For one university this was not applicable and for four instances there was no information. The time allocation for change agents aligns directly to the time allocated to the project and thus to the priority given to the curriculum change. Together these variables can have negative implications for agent workloads as noted above, leading to 'a pressured work environment with little time for reflection or collaboration' (Nagy, 2012, p. 172). My research supports these observations (see Chapter 7).

2.5.3.4 Heads and/or Associate Deans involved with change agents

One limitation of the data in Table A.3 relating to whether Heads and/or Associate Deans were involved with the change agents is that these two positions, while common to many universities, are not universal. This could account for their absence in published accounts of the curriculum change projects. For example, for 52% of the universities, there was no information about Heads involvement with change agents and for 62% there was no information about Associate Deans involvement. Another possibility for their absence in accounts could be because the focus of the author/s was not on describing the power structures under which the change agents operated; for example, PolyU, Macquarie and University of Western Australia. These limitations mean that it is difficult to make valid generalisations. What is clear from published accounts is that four universities stated that they involved the Heads and the Associate Deans in their projects, whereas for DUU their involvement varied from school to school. For the remaining universities, six involved the Heads and another six involved the Associate Deans.

The University of Maryland is unique in my scan because all the Heads and Associate Deans were the change agents, not the academics at the coalface. This could be a strategy related to the size of the university—90,000 students (mostly military or ex-military) on 27 campuses around the world.

In sharp contrast to all the examples in Tables A.2 and A.3, the Chinese University of Hong Kong has a committee of eight under the leadership of the Head of the ADU overseeing the work of the academics appointed as change agents (teachers in the schools). The committee includes Heads of faculty (in Australia these are usually Deans) plus one school representative. It is an unusual feature in the scan because of the high profile given to the Head of the ADU as leader. These data show that about half the sample have someone or a group with power and authority in charge of change implementation. For this subsample, it appears that DL in action is the distribution of power and authority to those already in formal leadership roles.

In a study of three change projects at Murdoch University in Australia, Cummings et al. concluded that middle managers such as Heads and Associate Deans were able to lead change in teaching staff practice through specific 'problem-solving and facilitation' when they had 'sufficient autonomy, authority, and resources' (2005, p. 16). They termed this the 'middle-out' approach, contrasting it with 'top-down' (senior management planning and driving change), and 'bottom-up' (individual staff making changes in their own teaching and curriculum area and inspiring others to do so: characterised as 'emergent' change). They included the ADU in their examples of the middle-out approach and labelled the academics in each of the three categories (top, middle and bottom) as 'champions' of change but playing distinctly different roles (Cummings et al., 2005, pp. 10-11). Using this categorisation, the projects listed in Tables A.2 and A.3 could be classified, for the most part, as examples of the middle-out approach because middle managers are involved with the change agents. This does not preclude the important role of senior management in creating policy, nor individual academics acting as catalysts for new policy.

2.5.3.5 ADU involved with change agents

For all except one university—Leeds Metropolitan, UK—the ADU was involved in their projects. This may have been because their 50 change agents, who were promoted to a full-time position in this role, were already very highly experienced in teaching and learning, and hence did not need ADU support. These results provide convincing evidence that the ADU was considered essential by 20 universities in supporting institutional curriculum change. Notably PolyU (Hong Kong) has two ADUs. Various authors have profiled the importance of ADUs in this role, as well as the numerous challenges they face in achieving effectiveness and viability in the current research-oriented and ratings-focussed university contexts (e.g. Boville & Mårtensson, 2014; Brew & Peseta, 2008; Gray & Radloff, 2006; Ling & The Council of Australian Directors of Academic Development, 2009; Schroeder, 2011; Stefani, 2011; and K. Taylor, 2005).

2.5.3.6 DL stated as the model used or it can be inferred

As I had deliberately searched for accounts of curriculum change projects that stated they used (some form of) DL, these constitute the majority in Tables A.2 and A.3 (62%). Of these, I inferred DL in four instances based on the mention of top-down and bottom-up leadership, or both of these plus middle-out leadership indicating that the intention was a distribution of leadership across different academic levels including those at the lowest. For the remaining 38%, DL was not stated and/or I could not infer that it was. A limitation of the accounts for the majority (62%) in the figure was that none stated why they considered their model to be DL or critiqued it from the perspectives of the participants, which is the intention of this study. Another possibility is that institutions could be labelling their model of change as DL in order to appear to be current—to be using the discourse of the day.

2.5.4 Summary of key findings from project scan

2.5.4.1 Limitation to findings

In summarising the key findings, I am influenced by how they inform my critique of the DL model of institutional change at DUU. The main limitation to my findings was that, for the most part, there was a dearth of details available about each selected university's project model that would allow me to devise a common list of DL features. An important second limitation was the lack of information about what the ADU's support involved, except in one case (the Chinese University of Hong Kong) where an account was provided about the role of the Head of the ADU. He was in charge of a high profile and powerful project committee representing all faculties. This committee was in charge of and supported the schools' change agents. In this case, the committee, instead of typically the HoS, was officially responsible for the project in each school. A third limitation is that there was little information, in many instances, about what the change agents did or their perspectives on their role. This raises the question whether the authors of these projects (and websites) deliberately played down this role or are they silencing the messiness of institutional change to protect their universities images and reputations?

Despite these limitations, the main benefits revealed by the scan were that many universities were: focussing on improving teaching and learning; grappling with implementing their version of DL (for the most part) to achieve this; and facing similar challenges as discussed earlier in this literature review. These benefits inform my critique of the DUU model. The key findings are listed below.

1. Using the features of the DUU model as a set of variables, the only one shared by all universities (except one) was the involvement of the ADU with the change agents.

2. Funding for the project varied from none, to amounts allocated by the university and/or the government, the latter indicating the influence that governments can have on types of institutional change they support and promote.
3. Time: there were two groups of universities, one in which projects were ongoing, in one case for 13 years (Cape Peninsula University of Technology, South Africa), and the second group (the majority) where projects had a finite time allocated. This indicated very different priorities associated with the projects. In the latter case, having a finite time per project may have been a deliberate strategy to deal with multiple initiatives.
4. There was no common pattern of involvement of the Heads or Associate Deans in the projects (but there was a distinct lack of information in accounts for these two variables).
5. There did not appear to be a discernible relationship between the size of the university and the number of assigned change agents.
6. The following variables associated with the change agents varied widely: selection; labelling/naming; academic level; induction/training; numbers allocated to the project; and whether time in the role and/or financial incentives were offered.

In conclusion, the scan revealed that some universities appear to place a much higher value and importance on the student experience than others, because they are prepared to spend money to support and reward change agents, faculties and schools to instigate improvements in curriculum, teaching and learning. As well, these changes are not implemented in a one-off manner in a finite time frame. Instead they are incorporated in institutional practice in an ongoing manner, indicating strong leadership at various levels. Despite limitations to the scan, the results revealed that there is no practice or configuration of DL implementation that was shared across any of the universities, except for ADU involvement. These results beg some questions: if DL is so desirable, what is it that we, the universities, all desire when we state we are using DL? Do we distribute power and authority to those 'at the coalface' rather than those already in formal roles?—Not for half the sample. Do we care enough about our 'coalface' change agents to reward them for effort?—No, only six universities did. Do we reward our change agents with promotions that acknowledge the goodwill, time and energy they devoted to institutional change?—No, only two universities promoted their change agents. Many academics now have deflated expectations of DL and are cynical and resistant to further involvement in teaching and learning initiatives. For them, the glow of seduction has been replaced by the reality of disenchantment.¹²

¹² A sample of the literature about DL (section 2.4) plus some of the research described and analysed in section 2.5, has been published in a peer-reviewed paper which I presented to the 39th Higher Education Research and Development Society of Australasia Conference in July (Cordiner, 2016). See Appendix D for the full paper.

From the scan, the variety of labels used for change agents intrigued me. My interview data revealed mixed feelings about the label school champion; hence I decided this needed further exploration. In section 2.6 I review the literature on change agents. I draw attention to a large gap where little research had been done to find out whether labels mattered to change agents, or affected how they supported the implementation of change.

2.6 DO LABELS MATTER WHEN IMPLEMENTING CHANGE?

2.6.1 Introduction

There are numerous labels for those involved in organisational change with some having more longevity than others. For example, change agent and champion appeared in the literature over sixty years ago and remain current; while terms such as change maker arose in the early 1990s (Mabey & Mayon-White, 1993), and change artist in 2012 (Jurow & Ruben, 2012). Many of these labels are not mutually exclusive. Their definitions are not agreed upon and they are used inconsistently within different disciplines. These discrepancies make valid comparisons of project outcomes extremely challenging. Absent from the literature is research into the perspectives of those who are given one of these labels. As the scan of projects from 21 universities revealed (see 2.5), two universities had no labels for their change agents. Of the 19 universities who had a label, six incorporated the word champion (one of these was DUU, the site of my research); four used fellow; two used scholar; two used leader; and none used change agent.

2.6.2 Change agents and champions

2.6.2.1 Confusing usage of labels in the literature

The change management and organisational change literature in the English language have produced many different terms and definitions for a change agent. They also 'fragment into accounts emphasizing role, taxonomies and competencies' (Buchanan, 2003, p. 665). The term change agent was first used by Hanna (1948) but was not explained. Ottaway later defined it as 'any individual or group operating to change the status quo' with three major categories: change generators, change implementers and change adopters (1983, p. 364). Recklies' (2001) definition is similar but refers only to formal roles with positional power but in different categories; that is, change managers, change leaders and project managers. For other authors, change agents have an informal status (Battilana and Casciaro, 2012) or are at 'low levels of the structure ... [with] low status' (Galbraith 1999, p. 8). Clearly there is no agreed definition or categorisation for change agent.

The other common term is champion, attributed to Schön—'the new idea either finds a champion or dies'—referring to 'emergent leaders' who effect change in their organisations (1963, p.84). Taylor, Cocklin and Brown (2012) refer to these leaders as change agents thus blurring the distinction between change agent and champion. Holtham's definition, specific to his study in a UK university, is that a champion is 'someone who both supports and personally implements ... innovation, and who seeks to influence others to innovate, but not from ... a formal administrative or managerial position' (2005, paragraph 10, lines 7-9). Some authors use change agent and champion synonymously and interchangeably (e.g. Cappelli & Smithies, 2009; Lorenzi & Riley, 2000). Others rank a change agent above a champion because they define a change agent as 'a trained specialist in organisational change' (e.g. Warwick, 2009, p.15) or one of the 'leading experts in the organisation' (Jenssen & Jorgensen, 2004, p. 68). To confuse matters further, a critical analysis of these concepts from a literature search from 1990 to March 2003 revealed that champions and change agent 'may be variations of the same (thing) but with different conceptual labels' (Thompson, Estabrooks, & Degner, 2006, p. 698).

In summary, there is no agreement in the literature about the definitions of the terms change agent and champion. There are discrepancies in: definitions; ranking in terms of positional power; the relationship between the terms and leadership; whether the terms are generic and interchangeable; and what people in these roles do in relation to organisational change. Consequently, persons labelled as a change agent or champion, and the organisation attaching the label, could make very different assumptions about what the role entails if there is no role definition and description. Inconsistent execution of the role could result.

2.6.3 Prevalence of labels in selected journals

To ascertain the prevalence of these two labels, five journals were searched: four in higher education and one in management. All titles and abstracts in *Studies in Higher Education*, *Higher Education*, *Research in Higher Education*, *Higher Education Research and Development*, and the *Academy of Management Journal* were searched from commencement of publication to December 2014. Search parameters for change agent also included agent of/for change and champion, change champion, and champion of/for change. Search parameters for change agent omitted agent or hyphenated forms; for example, principal-agent. In terms of champion, versions of the verb—for example, champions a cause and championing the change—were omitted, as well as champion used as a surname. The scan revealed no mention of champion in any of the journals. There were three mentions of change agent: one in *Studies in Higher Education* and two in *Higher Education Research and Development*.

During the same period, in the *Academy of Management Journal* (AMJ), there were 86 papers for change agent and 70 for champion and their respective variants as explained above. The rates of publication in Figure 2.3 were calculated as averages over each time frame, so that the axes would be easy to interpret. For example, in the period 1966-1989 there was an average per year of 1.25 papers on change agent and 0.25 on champion; that is, very few, with change agent more commonly used than champion. This rate increased to 4 and 4.4 papers respectively in each year in the five years from 2010 to 2014 (inclusive). Between 1990 and 1999, champion gains in usage so that from 2000 onwards both are in common usage with increasing frequency. This may indicate unintentional relabelling or that champion is considered to be a better or more legitimate label in recent contexts (Gunter, 2004, p. 22). Birnbaum (2000) notes that HE often adopts corporate buzzwords from management with mixed consequences.

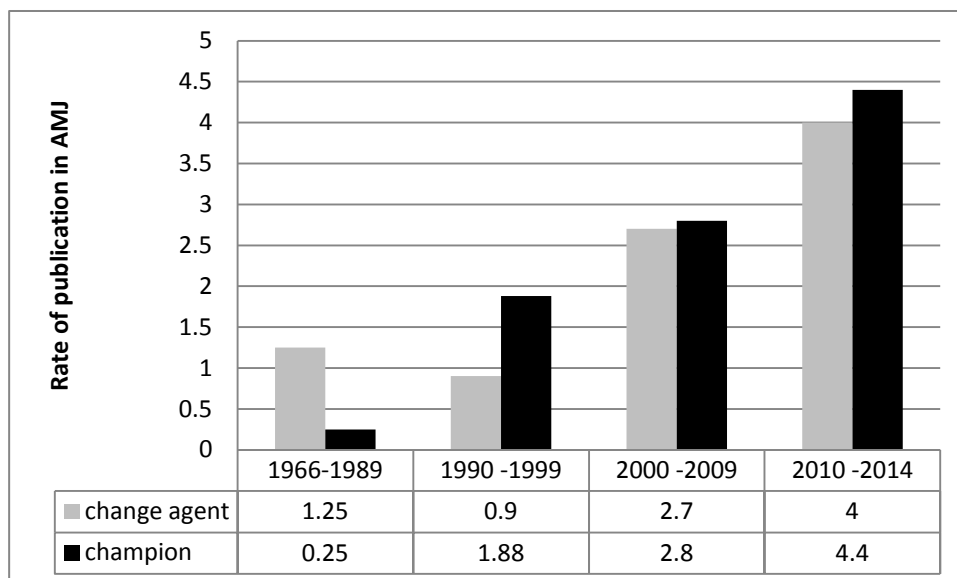


Figure 2.3: Rate of publication of papers using the labels change agent or champion

2.6.4 Meanings of labels

Because 'labelling is the language of packaging' (Havelock & Zlotolow, 1995, p.121), no label is neutral. For example, 'connotations of labels have important impacts because people are drawn to certain names and repelled by others ... [as] the language ... used by an organisation can shape how members think' (Lowenthal & Wilson, 2010, pp. 40-41). Gunter identifies labels used by organisations as three types that can 'shape and represent identities' (2004, p. 22). They do this in different ways depending on whether they are prime or preferred, benign if they do no harm, or toxic. Both labels, change agent and champion, according to Nunberg (2009), have a heroic ring to them. To avoid possible negative and unintended consequences of labelling people, Havelock and Zlotolow (1995)

suggest 'being precise and descriptive with labels, and ensuring familiarity with or acceptance by others in the organisation of what the roles entail beforehand' (p.121).

2.6.4.1 Do labels matter to those who are labelled?

Despite the extensive literature referring to change agents and champions, there is a dearth of research on the perspectives of those given these labels. Do these labels matter to them? Do the labels have any impact on them or how others perceive them in the role? My research fills this gap with interview data from change agents labelled school champions, using an interpretive framework that positions labels as identity badges (Grant, Berg & Cable, 2014). These badges, by virtue of the language used, package those who are labelled and can have a variety of consequences. For example, ill-considered labels could affect change agents' confidence to support institutional change by eliciting negative reactions from those who respond to the labels. This research is presented in Chapter 6 to explain why labels matter to change agents when they are implementing change, and has been published in the journal *Studies in Higher Education* (Cordiner, Thomas & Green, 2016) (see Appendix D for the full paper).

2.7 SUMMARY AND CONCLUSIONS

Leadership is like the Abominable Snowman whose footprints are everywhere but who is nowhere to be seen (Bennis & Nanus, 1985, p. 19).

In constructing this literature review, I discovered that most of the concepts I was investigating are contested; that is, higher education (Barnett, 2015; Lee, 1997), change (Kezar, 2014), leadership (Grint, 2005a), quality (Barnett, 2015; D'Andrea & Gosling, 2005), collegiality and DL (see 2.1.2 and 2.4.2). This discovery meant that my research was attempting to navigate a movable feast; that is, a field that is dynamic and fluid, potentially making the broad implications from this review also contestable—a somewhat disconcerting notion. I first outlined the parameters of the review and then explored aspects of HE relevant to my research. Specifically, I summarised briefly the complex, multifaceted and constantly challenging HE context with its national and international drivers and factors; the impact of this context on academics' autonomy, collegiality and research output; and the all-encompassing quality agenda tied to university world rankings—all leading to a constant focus on different types of leadership to achieve change. I then introduced and critiqued DL as an elusive, contested concept (or model), while acknowledging its seductive hold on HE researchers based on 20 years of publications.

Next I presented a comprehensive scan of 21 teaching and learning projects from Western and non-Western universities, most of whom had implemented some form of DL. Despite limitations to the scan, the results revealed that there is no practice or configuration that was shared across any of the

universities, except for ADU involvement. Bolden and Petrov concede that they 'hold only limited expectations' that there is an 'enduring configuration' of DL to be implemented that captures the complexities in particular contexts (2014, p. 415). As in the introductory quote to this section and also used in their 2014 paper on DL, Bolden and Petrov are implying that evidence (footprints) of an enduring configuration of DL (i.e. the Abominable Snowman) is all that researchers have managed to find to date, and probably all that will ever be found. This metaphor indicates their frustration with the DL field, reinforces the contested nature of DL, and implies that DL is a 'nebulous concept to operationalise through empirical research' (Williams, 2013, p. 48).

Noting that most of the research in DL has been in schools, not HE, Bolden summarised the findings and identified the following gaps in the HE research:

- 'a key focus for future research is exploring *how* particular configurations contribute towards, or inhibit, organisational performance [emphasis in original]' (2011, p. 259)
- *why* leadership is distributed, *who* controls this distribution, and *what* (if anything) is being distributed (2011, p. 260).

Youngs (2009) identified a third gap—a lack of attention to power relations. My research contributes to filling these three gaps from the perspectives of those at the coalface rather than focussing on those in formal roles, which is what most current research does (Bolden, 2011; Kezar, 2001; Scott et al., 2008). Despite the implication of the Abdominal Snowman metaphor—that finding a fully-formed DL is impossible—Kezar advocates developing a distinctive model of change for HE that 'suits your own campus' and takes account of its many unique and distinctive features. This is essential, she claims, 'otherwise mistakes in strategy plus using concepts foreign to the values of the academy, will most likely fail to engage the very people who must bring about the change' (2001, pp. 139, 7-8).

3. RESEARCH SETTING

When a[n insider] researcher already has established relationships with the research participants ... the nature of the investigation is quite different [as] ... it is relatively easy to gain access to people and resources [and these] researchers frequently report that research participants tend to indicate that they trust them far more than they might trust researchers ... perceived as outsiders. However ... [there needs to be] a constant awareness of the need to establish clear boundaries, so as to avoid harm to the researcher and/or research participants. (Sherry, 2012, p. 433)

3.0 INTRODUCTION

As outlined in the literature review (Chapter 2), the broader context of this study was the contested nature of many concepts associated with HE, the effects of the quality agenda on academic work and the focus on different types of leadership to achieve change. I illustrated how 21 universities used variations of DL to change teaching and learning practices, with most examples focussing on assessment and involving the ADU. One of these universities, DUU, was the setting for my research. I had been involved as an academic developer in supporting DUU academic staff to improve the quality of assessment practices, specifically to implement CRA. In this chapter, I describe features of the DUU context and the CRA implementation plan, and then interpret demographic data for four groups of actors in the plan, whom I later interviewed. Next, I provide a brief account of my previous experiences with DL, and then situate myself at DUU as balancing the multiple positions of a researcher-participant/insider-outsider. I then summarise the chapter and conclude by revealing that, based on my experience, I approached this research/study with reservations that DL was going to be challenging to implement at DUU.

3.1 THE SETTING

3.1.1 Research site

3.1.1.1 A multi-campus regional university: Local context

The site of my research was DUU. It was and remains the sole university in one of Australia's states and, at the time of the project (2008-2011), this state faced many challenges: the collapse of various industries; an increasing unemployment rate; a third of households deriving their main source of income from the Commonwealth government (Australian Bureau of Statistics, 2012); and a substantial 'underclass' with an entrenched culture of low aspiration (West, 2013). DUU was a mid-

sized regional institution that had approximately 24,500 students and 1,170 academic staff¹³ (most of whom did some teaching) across multiple campuses (see 2.5.1 for an explanation of size classifications). It had four main campuses which I designate as 1, 2, 3 and 4 to preserve anonymity. Campus 1 had a range of satellite campuses and was based in the capital city. Campus 2, in a city three hours' drive from campus 1, also had a number of satellite campuses. Campus 3 was five hours' drive from campus 1. Campus 4, with one satellite campus, was interstate and accessed by plane. Because my role was, in essence, to function as the DUU champion, I provided support for the CRA project across this range of campuses, which required much travelling as well as video-conferencing. This travel had been factored into the budget for the project; hence, I was expected to carry out much of my support face-to-face. I could therefore relate this experience to that of many of the school champions who had more than one campus to support.

At the time, the university was the second biggest employer in the state after the state government, giving it much influence over politicians, especially in securing additional infrastructure. DUU also specialised in a number of research fields that were highly attractive to visiting researchers, and contributed to DUU's international reputation in these areas. Many of DUU's teaching staff had been at the university for more than 15 years and some for more than 30, giving the university stability and contributing to institutional or organisational memory (Blunden, 2002). One of my initial concerns as an academic developer new to the university in 2008 was the possibility that, for some academics, institutional change of any kind could be viewed as a threat to their autonomy and the way things had always been done. I did encounter some 'resistance' (Thomas & Cordiner, 2014), but on the whole I found most academic staff, including those from the ADU, willing to engage with the changes, albeit on a range of levels from superficial to extensive.

Another aspect of DUU's context was the difficulty of attracting local students, a significant proportion of whom left school after year 10 with no aspirations to continue their education. At the time, this was permissible under state government policy (this has since been brought into line with other states, with year 12 being considered the end of secondary education). These local students, who years later decided to attend university, required extensive support to succeed, which DUU provided, resulting in challenges for those academics involved in teaching and assessing them. For example, many of these students had no experience writing essays, let alone academic essays, and had few strategies for studying. DUU also attracted interstate and overseas students, resulting in huge variation in student cohorts in terms of tertiary preparedness, and entry level of knowledge and skills. The ADU provided much needed support to staff and to students. In terms of helping staff implement CRA, I had to provide extensive support in designing assessment tasks and suggesting teaching strategies to

¹³ Excluding casuals.

prepare students for these tasks. This resulted in many close working relationships being developed between me and teaching staff, and them allowing me to share the resulting tasks with all teaching staff via the university assessment website I created. An advantage of these relationships was that when I conducted interviews in 2012 and early 2013, I was already a familiar entity to many of the interviewees. However, I had to balance my multiple positions of research-participant and insider-outsider (this is explored further in 3.2.3).

3.1.1.2 Anonymising faculties and schools at DUU

To protect the anonymity of DUU, I devised artificial faculties and school groupings and chose faculty names broadly representative of the disciplines at DUU. For example: Arts, Humanities and Education includes visual and performing arts, languages, history, philosophy and journalism; Medicine and Health Sciences includes nursing, psychology and social work; and Sciences and Engineering includes agricultural, marine and environmental sciences, maths, physics, computer technologies, engineering, astronomy, fisheries and shipping.

3.1.1.3 Power relations: Heads, Associate Deans and the ADU

When University Senate at DUU was considering the CRA policy, members included the Heads (among others), but not the Associate Deans who provided advice to Senate via the University Learning and Teaching Committee, including proposing new policies such as CRA. The Heads and Associate Deans are generally considered as middle management roles in Australia (Scott et al., 2008) with the Heads having much more *formal power* because of line management and curriculum responsibilities, while the Associate Deans have comparatively *little formal power*.

[The role of the HoS is] a particularly tricky one—as [they] ... are directly responsible for budget outcomes, staff performance, meeting student load targets and productivity whilst ... manag[ing] both up and down. The most common analogy used by the 150 Heads [in the study] was that it felt like being 'the meat in the sandwich'. (Scott et al., 2008, xvii)

The HoS role is also a common one internationally, and is growing in importance according to Meek, Goedegebuure, Santiago and Carvalho (2010), who illustrate the HoS role via contributions from authors from 10 countries: Australia, Austria, Belgium, Canada, France, Italy, Norway, Portugal, the UK and the US. In both publications mentioned in this section, the Head of the ADU is not mentioned, indicating that the role is not classified as middle management and therefore has no formal or positional power. At DUU, the Head of the ADU (or co-head at the time of the CRA project, Narelle) was also the Deputy Chair of the University Learning and Teaching Committee, illustrating that she had influence at the highest level. In her ADU role she had no positional power, hence had to rely on her collegial and referent powers (Kezar, 2014) to convince that committee, and then the Senate of the necessity to implement CRA. This illustrates what Green terms the 'contradictory positioning [of

academic developers] ... as both handmaidens of, and critical advisors to, university management invest[ing] them with an insider/outsider status which is difficult to negotiate' (2015, p. 21).

These complexities in power between the Heads, the Associate Deans and the co-head of the ADU proved to be important factors affecting the implementation of CRA (see 3.2.2), and informed the development of my conceptual framework (see 8.4). For example, when I commenced I incorrectly assumed the co-head of the ADU was in charge of the CRA project and responsible for implementation. I did not understand the power and authority machinations that were part of the DUU setting at the time, and their influence as to whether teaching and learning initiatives were implemented or not. This is further explored in Chapter 7. An important limitation of my research is that it did not include the Heads who were ultimately responsible for the implementation of the CRA project in their respective schools. As I was the sole researcher, interviewing a further 36 Heads and analysing the data was beyond the scope of this research. However, their data would have been invaluable in building a more comprehensive understanding of how their positional power influenced the implementation of teaching and learning policy.

3.1.1.4 Restructure, retrenchments and new standards for academics

During 2011, the last year of the CRA project, DUU management informed staff they were bringing in an external consulting firm to frame the parameters of a restructure with possible retrenchments (termed voluntary separations). At the same time, senior management decided to introduce a new set of minimum standards for academic staff related to research output, teaching standards and grant applications. These changes were implemented in 2012, the year I conducted the majority of interviews, and proved to be unsettling to many interviewees, who, without any soliciting or prompting, expressed blunt opinions of these changes. This situation may possibly have influenced their retrospective opinions of the CRA project, and teaching and learning projects in general. For example, several said, 'it (the CRA project) would never happen now'. My conclusions and recommendations in (Chapter 9) take into account this increasingly common situation in Australian universities that seems to have escalated in 2011, when a wave of retrenchments of academic and professional staff occurred.

These included the University of Sydney (340); Victoria University (80); Macquarie University (70); with four others planning forced redundancies in that year (Robinson, 2011). In 2014, RMIT University offered a 'departure package' to 150 academics who were 'not active researchers' (Trounson, 2014, p. 30); Latrobe University 'cut' 69 academic positions in three faculties (The Scan, 2015); and Murdoch University emailed 43 professors and 'invited them to leave' if they did not support the vision for a different institution (Burrell, 2014, p. 12). In 2015, for example, the University of Western Australia not only retrenched 100 academics, but also simultaneously created 50 new

academic positions to enhance 'capability and impact' (The Scan, 2015). These examples are indicative of the drive for higher world rankings with the concomitant demand for increased research output from academic staff (see Chapter 2).

3.1.2 The 'quality' project: Implementing CRA using DL

3.1.2.1 The implementation plan diagram

As I explained in section 2.2.2, there have been international and national drivers behind improving the quality of the curriculum, with many governments funding change initiatives and most universities establishing or expanding ADUs to support academics. Complicating this change agenda is the fierce competition amongst universities for high world rankings that is closely tied to the 'research game' (Deem, 2010) and dominates academic culture. In this complex context, like many universities, DUU decided to implement CRA to improve curriculum practices and ultimately student learning outcomes. Figure 3.1 is the original diagram from the implementation plan. During his interview with me, the Chair of the Senate referred to the diagram as a 'mud map' of the process of implementation and a rough one at that. If this was the case, it is not clear to me whether the arrows indicate possible interactions, such as reporting of progress, or some level of supervision, as there is no explanatory text accompanying it. Central to this plan was the appointment of school champions (one per school) to work with the ADU to implement CRA. These school champions were the distributive leaders 'at the coalface' teaching students, and because they had no line management responsibilities, I am classifying them as being in *informal* leadership roles. The diagram states they should have been experienced in CRA—this was not the case in all except two instances, as emerged from interviews. This lack of preparation and the choice of the label 'school champion' affected the school champions in various ways, most of which were negative (see Chapters 6 and 7).

The other actors in the diagram, who are linked with arrows, were also distributive leaders¹⁴—and all except the academic developers in the ADU were in *formal* leadership roles. The Associate Deans, according to the implementation plan (Baker, 2008, p. 4) 'will work with both the school champions and the implementation team (in the ADU)'. However, although they were in *formal* leadership roles, the Associate Deans had no official line management of the school champions even though there is an arrow connecting them—this role was played by the Heads. I was told by the co-head of the ADU, Narelle, that the Associate Deans were to supervise the school champions, although the plan she wrote does not state this, rather it says that it was 'critical' that the Associate Deans have

¹⁴ I am using the term 'distributive leaders' as it is common in the literature. This term was not used in the implementation plan.

regular contact with them (Baker, 2008, p. 5). My research revealed that none of them had the time to do that, or indeed knew they were supposed to (see 5.1.5.2 and 7.2). The Heads were absent from the diagram due to an oversight by Narelle, which she admitted in her interview. As holders of *formal* leadership roles, they should have been identified as actors. This omission had implications which I explore in Chapter 7. Another omission was the University Senate who actively debated and finally endorsed the CRA policy. This confusion and lack of clarity with regard to the role of the Associate Deans in the project later emerged in interviews, and as the demographic data revealed, they had no designated time allocation for supporting the school champions.

In the diagram, my role was as part of the CRA implementation team based in the ADU. I was the only academic developer employed full-time to 'provide the majority of the on-the-ground support for the implementation' (Baker, 2008, p. 3). Because I was experienced in this type of project, albeit on a different scale at another Australian university (see 3.2.2.2), I was informed at my interview that I would have to 'hit the ground running'. Unfortunately, this meant that I had no induction by the co-head of the ADU, Narelle, to the university's particular context, which would have given me some insights based on her many years working there. Even though there was a position labelled project leader on the implementation plan diagram, there was no-one active in this role. In effect, three of us in the ADU drove the change—Narelle (co-head of the ADU), Stephanie (coordinator of the Grad Cert (UL&T)), and me—with Narelle having the most influence. The ADU had no formal positional power to enforce implementation—that rested with the Heads. The project manager role indicated in the diagram was solely an administrator of the funds.

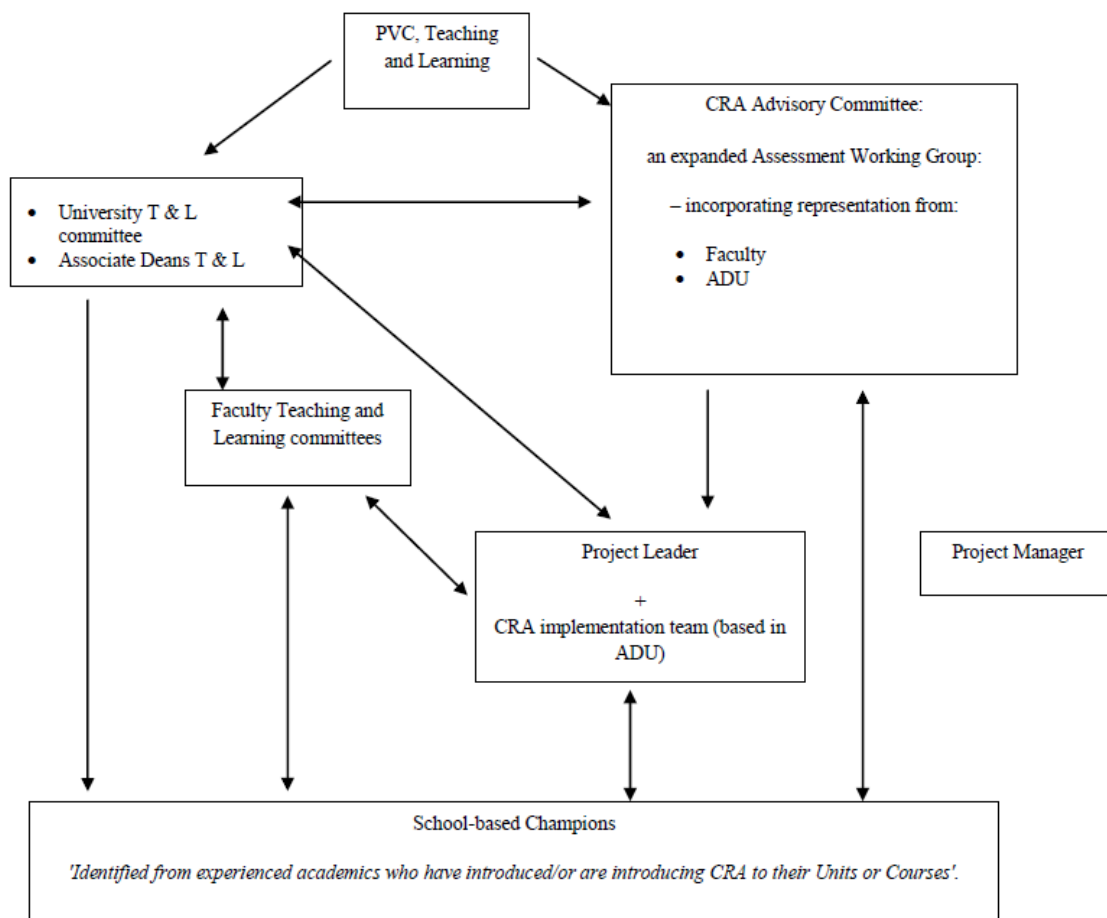


Figure 3.1: CRA implementation plan diagram (April 2008)

The implementation plan did not state that DL was the overarching approach, instead DL was alluded to with the following: the plan 'works to integrate the top-down imperative ... with a bottom-up approach working with academic staff in schools to give them support in implementing the change at unit level' (Baker, 2008, p. 2). When Narelle ran the sole introductory two-hour workshop for 23 of the 40 school champions, she informed them that the implementation strategy was DL because they 'shared [the] values' embodied in the new CRA policy. At the time, I found this confusing and so did the school champions according to their interview responses to a question about their understanding of DL. The incomplete implementation plan, together with the one-off induction of over half the school champions were indicative of broader patterns in HE (see 2.1), and captured evocatively in the label 'initiative fatigue' by Kuh and Hutchings (2015). That is, there was a rush to: develop; have recommended by Senate to Council for approval; commence; and then complete the implementation of a change process before the next initiative was presented to Senate to be debated—and the cycle repeated itself. For example, at the 13 June 2008 meeting of Senate, as well as listing the

implementation plan for discussion, the agenda had 14 other items, including discussing a report from the university rankings working party and the impact of a funding model on academic activities.

In summary, the three key groups of actors in the plan were the school champions, the Associate Deans and the ADU. The plan also included a draft timeline and proposed budget to cover a three-year implementation which stretched to four. For me as an academic developer new to DUU, the diagram at least gave me a rough, albeit incomplete, picture of a whole-of-university approach to policy implementation, using what I later found out from co-head of the ADU, Narelle, was her vision of DL. This idealised vision was the catalyst for igniting my interest in exploring DL from the perspectives of the change agent academics at the coalface, teaching students.

3.1.3 Data sources

Two sources of data from DUU were used in the research. The main one was interview data from a selection of four groups of actors in the implementation plan who had been in their respective roles for one or more years of the CRA project. The most important of these were interviews with the school champions, primarily because the voices of those at the coalface are rarely heard in the research on DL. The four groups were:

- the school champions in informal roles tasked with supporting implementation of CRA in their respective schools
- the Associate Deans in formal roles who were to supervise the school champions—they also sat on faculty teaching and learning committees; three were on the CRA advisory committee and AWP
- two academic developers in the ADU involved throughout the project: the co-head (a formal role), Narelle, who was on the CRA advisory committee and AWP; and Stephanie, the coordinator of the Grad Cert (UL&T) which emerged as influential in interviews with school champions
- two nominees of the DVC (Academic)—Joseph, the Chair of University Teaching and Learning Committee (and Senate), and Gordon, the PVC (Learning and Teaching).¹⁵

All interviewees were given pseudonyms. The second source of data was archival, which I compiled during my involvement as an academic developer. These data were for reporting purposes to

¹⁵ Only one of the nominees, Gordon, is shown in the implementation plan as the PVC. I was hoping to interview the DVC (Academic) for an overall impression of the CRA project from a whole university point of view, as I had heard from co-head of the ADU, Narelle, that the DVC had told her face-to-face that he thought it had been the best project that DUU had run (Personal communication, 2011). I was informed via email from his personal secretary that he declined my request for an interview. Instead, he recommended two people for me to contact: I am designating them as nominees of the DVC.

my line manager (co-head of the ADU), the University Learning and Teaching Committee and University Senate, to indicate how the project was progressing and any difficulties encountered.

3.1.4 Demographic data

This section, with its six data tables of demographic features of the four groups of interviewees listed above in section 3.1.3, helps to illustrate the multiple contexts operating at the time of implementing the CRA project. While most demographic data were available on the DUU website, I sought some demographic data via interviews with the school champions, namely in:

- Table 3.1: whether they were full-time or part-time teaching, and whether the project was formally factored into their workload or not
- Table 3.2: numbers of teaching academics in their school requiring CRA support; number of campuses they were required to support (allocated); and number of campuses they tried to support.

3.1.4.1 Summary of demographic facts

For the school champions, there was wide disparity in the allocation of campuses to support, as well as number of staff, with the latter ranging from four to 110. This disparity was especially acute when there was no formal time allocation for CRA in most of the school champions' workloads. Thus, if they were trying to fulfil the role of school champion effectively, they had to find time for it by effectively managing the cyclic nature of peaks and troughs in their workload, such as: dealing with students' requests, lesson preparation, marking, research, grant application writing, plus attending school and faculty meetings. Much of academics' workloads, however, is out of their control as official workloads are allocated by their institutions, primarily the Heads based on the university's process or model (Barrett, P. & Barrett, L., 2008). Regardless of the availability of video or web-based visual communication, most of the 27 interviewed school champions could (according to their interviews) provide some level of support to one campus, but found it difficult to support more campuses. Those who could were academic C, and typically had less of a teaching load than the other school champions, although there were exceptions to this. For the Associate Deans, there was a wide range of academic levels¹⁶ with one academic B, one academic C, four academic Ds and two academic Es, indicating a pronounced difference in status and power across the faculties for these roles.

While they were all experienced academics with an average of 22 years at DUU, there was considerable turnover of academics in the position. Three were part-time in that role, which may have

¹⁶ The academic levels at DUU were: academic A (associate lecturer- the lowest level), academic B (lecturer), academic C (senior lecturer); academic D (associate professor); academic E (professor).

compromised the depth of their knowledge of, and interaction with, the school champions and the successes and/or difficulties they were having with the project. Both the academic developers were experienced with CRA and, like the Associate Deans, had been at DUU for approximately 20 years. They brought stability to the ADU and were known by many academics who sought their assistance on various matters. Both nominees of the DVC (Academic) were academic E and had also been at DUU for many years. Joseph was in his role of Chair of the Senate for 12 years, giving him unique perspectives on how to negotiate and shepherd policies through to approval within a large committee.

3.1.4.2 What the demographic data could mean for the CRA project and my study/research

During the project, DUU had a fairly stable academic workforce based on the demographic data of the four groups of interviewees, with little turnover apart from those who went on study leave. However, in terms of the school champions, there was variation in the time they acted in the role, ranging from one to four years, which had implications for continuity and depth of CRA support in their respective schools. In terms of workloads for school champions, there was huge variation in their own teaching and research responsibilities; the number of staff requiring CRA support; and the number of campuses to visit (whether physically or virtually) to provide that support. The complex picture of the school champions' various contexts presages differences in their experiences and responses to my questions, especially those related to DL. Workloads also affected the extent that the Associate Deans could engage, if at all, in the project. The demographic data for the academic developers do not reveal their workload challenges with regard to CRA. While 100 percent of my time was devoted to supporting academic staff to implement CRA, for the interviewed academic developers it was only a small part of their workload, albeit not factored in.

In terms of my study of DL at DUU, these data flag that the implementation of CRA was flawed from the start for a number of reasons. Workload implications were not formally factored in for the majority. The school champions and the Associate Deans were not responsible or accountable for CRA implementation because high level positional power was not distributed to these two groups. It appears that the school champions were expected to rely on collegial and referent power (Kezar, 2014) to help colleagues implement CRA. The demographic data, on their own, only hint at the complex story that was DL at DUU which later emerged from analysis of interview data.

3.1.4.3 Demographic details of school champions

For the purposes of my study, I am including in the school count three university centres that had school champions allocated to them, bringing the total number of schools to 41. Of these, four had two champions each. For three schools there was a succession of school champions with the first leaving to study, join the private sector or resign. Because these latter school champions were in the

role for at least a year and were willing to be interviewed, they were included in the sample. In one case, there were two campuses offering the discipline and the school chose to appoint one school champion per campus—both were interviewed as their contexts were sufficiently different.

There are two tables showing demographic data about school champions (Tables 3.1 and 3.2) because they are the main focus of my research. Table 3.1 shows that the interviewed school champions, each with a pseudonym, represented all four faculties and 56% of the 41 schools. There was an almost equal gender distribution across the group. Most were involved in both teaching and research, and employed full-time. The CRA project was recognised as a formal part of workload calculations for just 37%. The majority of participants were academic B (59%), the second lowest of five levels of academic appointment, which had a bearing on the power and influence they could exercise. Table 3.2 shows the number of campuses and teaching academics requiring support from the champions—from four to one, and 110 to four, respectively. For example, David had the highest number of staff to support (110) as well as the largest number of campuses (4), but he could only support one of the campuses as he was a full-time teaching and research academic C. One of David's campuses was interstate (campus 4). Simon (academic B) had 50-60 staff on two campuses, which he could support as he was allocated to the role for 50% of his time, increased in 2010 to 100%. Allan on the other hand, as associate lecturer A, had a large number of staff to support (40-50) and was full-time teaching.

Table 3.1: Frequencies of demographics of interviewed school champions

FACULTY PSEUDONYM	SCHOOL CHAMPIONS	SCHOOLS REPRESENTED	GENDER		TEACHING & RESEARCH	TEACHING FULL-TIME (F) OR PART-TIME (P)		PROJECT PART OF WORKLOAD	ACADEMIC LEVEL		
			M	F		F	P		A	B	C
	27	23	1 3	1 4	21	5	3	10	4	1 6	7
Arts, Humanities & Education	8	7	3	5	7	1	0	2	2	4	2
Law, Business & Government	6	4	3	3	4	1	1	3	1	4	1
Medicine & Health Sciences	7	7	3	4	4	3	2	3		5	2
Sciences & Engineering	6	5	4	2	6	0	0	2	1	3	2

Table 3.2: Frequencies of workload demographics of interviewed school champions

PSEUDONYM	FACULTY	NO. OF CAMPUSES	NO. OF TEACHING ACADEMICS INCLUDING CASUALS	CAMPUSES ALLOCATED TO SCHOOL CHAMPION	CAMPUSES SUPPORTED BY SCHOOL CHAMPION	YEARS AS SCHOOL CHAMPION
Allan	Arts, Humanities & Education	1	40-50	1	1	4
Brian	Arts, Humanities & Education	2	26	1	1	3
Elsbeth	Arts, Humanities & Education	3	22	3	3	2.5
Ivan	Arts, Humanities & Education	1	12	1	1	4
Katrina	Arts, Humanities & Education	2	24	2	1	4
Karen	Arts, Humanities & Education	3	12	1	1	4
Pauline	Arts, Humanities & Education	2	12	1	1	4
Riley	Arts, Humanities & Education	2	25	2	2	3.5
Christopher	Law, Business & Government	1	9	1	1	1.5
Freya	Law, Business & Government	1	9	1	1	1
Lionel	Law, Business & Government	1	16	1	1	4
Margaret	Law, Business & Government	2	22	2	2	4
Sally	Law, Business & Government	2	35	2	1	1
Simon	Law, Business & Government	2	50-60	2	2	2
Daniella	Medicine & Health Sciences	2	33	2	1	4
David	Medicine & Health Sciences	4	110	4	1	4
Holly	Medicine & Health Sciences	1	4	1	1	4
Max	Medicine & Health Sciences	2	15	2	2	4
Rhiannon	Medicine & Health Sciences	4	30	4	1	1
Teresa	Medicine & Health Sciences	2	30	1	1	4
Yatim	Medicine & Health Sciences	1	10	1	1	2.5
Blake	Sciences & Engineering	2	45	1	1	2
Don	Sciences & Engineering	2	45	1	1	2
Gareth	Sciences & Engineering	2	12	2	2	4
Kara	Sciences & Engineering	2	17	2	2	4
Patrick	Sciences & Engineering	1	20	1	1	4
Trisha	Sciences & Engineering	1	16	1	1	4

The summary in Table 3.3 reveals that: nine school champions supported their school when it offered subjects on one campus only; six out of 14 did when two campuses were involved; one did for three campuses; and it proved impossible for the two school champions each with four campuses. When the number of teaching academics is then added in (as the examples in table 3.2 revealed), the challenge for the school champions magnifies substantially. In the lower half of the table, seven ranges are shown for staff numbers from four and 10 to above 61, and these are mapped to the number of school champions. Thus four (15%) had very small numbers to deal with, while a third of school champions had 11-20 staff to support. The majority of school champions (63%) had to deal with between 11 and 30 teaching staff, while only two had to deal with very large numbers (51 to over 61). As Table 3.2 showed, three of these school champions were part-time and only ten had any time allocated for the role.

Table 3.3: Frequencies of campuses and academics supported by school champions

NO. OF SCHOOL CHAMPIONS ALLOCATED TO CAMPUSES	CAMPUSES SUPPORTED				MY INTERPRETATION OF THESE DATA
	1	2	3	4	
9	9				Nine could support one campus
14	8	6			6/14 could support both campuses, 8/14 able to support one only
2	1		1		One able to support 3 campuses, the other able to support 1 campus
2	2				Two able to support one of the 4 campuses
Distribution of campus support	20	6	1	0	
NO. OF TEACHING ACADEMICS TO SUPPORT: RANGES	NO. OF SCHOOL CHAMPIONS				% OF SCHOOL CHAMPIONS SUPPORTING STAFF IN THE RANGE
4-10	4				15
11-20	9				33
21-30	7				26
31-40	2				7
41-50	3				11
51-60	1				4
>61	1				4

3.1.4.4 Demographic features of Associate Deans

Eight of the 10 Associate Deans who were in that role for some or all of the CRA project were interviewed in order to help me construct a comprehensive account and interpretation of the project that included their perspectives, particularly in relation to the school champions. Table 3.4 shows that all were experienced academics with an average of 22 years at DUU, indicating they were very familiar with the context. A limitation was that only one of the Associate Deans was able to be interviewed from the Faculty of Medicine and Health Sciences, thus providing a more restricted perspective than for the other faculties where at least two Associate Deans were interviewed. Where there was more than one Associate Dean interviewed, this was because of turnover of academics in the position. There was a wide range of academic level and three were part-time in that role.

Table 3.4: Frequencies of demographics of interviewed Associate Deans

FACULTY PSEUDONYMS	ASSOCIATE DEANS' PSEUDONUMS	YEARS AT DUU AT TIME OF INTERVIEW	ACADEMIC LEVEL	GENDER		FULL-TIME (F) OR PART-TIME (P)	
				M	F	F	P
Totals	8	Average 22		6	2	5	3
Arts, Humanities & Education	James	38	E	1		F	
	Paige	20	D		1	F	
Law, Business & Government	Phillip	16	B	1			4 days/week
	Giovanni	20	E	1		F	
	Tonya	20	C		1	F	
Medicine & Health Sciences	John	18	D	1			2 days/week
Sciences & Engineering	Adrian	10	D	1		F	
	Geoff	33	D	1			2 days/week

3.1.4.5 Demographic features of academic developers

Originally I was not going to interview academic developers Narelle and Stephanie, but as I analysed the school champions' and Associate Deans' interview data, the important roles they played became evident to me. As explained earlier, Narelle was instrumental in having the CRA project proposal and implementation plan accepted by Senate, which then recommended it to university Council for funding. She also associated the term DL with the implementation plan. The role of the Grad Cert (UL&T) emerged strongly from school champion interviews, so I decided to interview Stephanie. Since she was the program coordinator and taught in three of its units (one of which was about CRA), I needed her perspectives on the CRA project. Table 3.5 lists the attributes I considered relevant to my study.

Table 3.5: Frequencies of demographics of academic developers

PSEUDONYM	POSITION	YEARS AT DUU AT TIME OF INTERVIEW	ACADEMIC LEVEL	YEARS IN POSITION TO END 2011
Narelle	Co-head ADU	18	C	4
Stephanie	Lecturer and	21	B	7
	Coordinator of Grad Cert (UL&T)			5

3.1.4.6 Demographic features of nominees of the DVC (Academic)

These were two professors: Joseph, the long-time Chair of the University Senate, whom the DVC said 'took a close interest in this'; and Gordon, the PVC (Learning and Teaching), whom the DVC said 'would be a much more sensible person to interview' (Personal communication, email 12 February, 2013). Both consented to be interviewed and their demographic data is in Table 3.6.

Table 3.6: Frequencies of demographics of nominees of the DVC

PSEUDONYM	POSITION	YEARS AT DUU AT TIME OF INTERVIEW	ACADEMIC LEVEL	YEARS IN POSITION TO END 2011
Joseph	Chair of University Senate	20	E	12
Gordon	PVC (Learning and Teaching)	10	E	3 (2009-2011)

3.2 AUTHOR'S PERSPECTIVES

3.2.1 Commitment to improving assessment practices

I bring to this study a strong bias towards CRA because of its emphasis on aligning assessment tasks with learning outcomes and ensuring expected standards are explicit, so that assessment practices are fair and valid. This bias arose from three seminal experiences. The first was the end of the year 12 physics exam that I sat in 1967 in Queensland, when all students who wished to attend university were assessed using exams set by university faculty. As year 12 students, we would spend the last six months practicing sitting for past papers. Physics was my last exam, and in the middle of the second three hour paper I was confronted with questions on unfamiliar material. The injustice of this rankled and still does nearly 50 years later. It has influenced all my work with academics as a developer as I championed transparency for students. The media revealed that the academic who set the paper had 'examined topics outside the syllabus' (Matters & Wyatt-Smith, 2008, p. 4). A government review led to radical changes, including a review of all secondary education; the

formation of a government body staffed by experienced teachers (the Board of Senior Secondary School Studies: the Board); and a move to CRA.

The second experience was the first university I attended, having been awarded a Commonwealth scholarship, in the era of chalk and talk and a lot of laboratory work (I was studying pure science). These teachers kept you interested—no YouTube, no videos, just the blackboard and the occasional handout. They were enthusiastic and knowledgeable, and organised excellent excursions and comprehensive laboratory sessions. However, what these great teachers did not do was let students in on the secrets of assessment, just as had happened in my final high school years. No curriculum documents (unit outlines) setting out learning outcomes, content, structured assessment tasks, lists of resources; and no student learning support—you relied on tutors if you could find them. Most of the academics at the time were collegial and approachable as the university was small and a college of a larger Australian university. They would tell you what to learn 'for the exam' but not let you see past papers. They also tended to teach content but not what to do with it. So for me, meeting the requirements of assessment in those days as a student was trial and error, and a source of resentment that everything was still a secret. The seminal experiences outlined above meant that when I started secondary school teaching, I was on the students' side and I did not believe or practice 'secret business' in relation to assessment.

The third experience, in my first year of teaching in 1972 at a private school, involved me challenging the judgment of the state Chief Moderator that the final results for my year 10 science students were 'impossible'. I was instructed I could not have more than two students with As (the highest grade)—I had decided there were eight in my class of 15 mostly bright girls, and I was furious. The principal advised me to challenge the moderator who promptly demanded I send him all the students' assessment tasks with their task sheet descriptions in 15 folios, one per student and identified as rated by me as A, B, C etc. My original distribution was upheld based on the standard of evidence I submitted, rather than a predetermined distribution or norm. This experience is indelibly etched in my mind, and has underpinned my attitude to university norm-referencing as yet another unethical practice affecting students that I met later as an academic developer.

Meanwhile from the mid-1970s to 1980s, the new entity, the Board, was slowly revolutionising teaching and assessment by changing the way syllabuses (the curriculum¹⁷ for each

¹⁷ There is no one definition of curriculum. In this thesis, I am referring to the 'official' or intended curriculum as specified in approved documents produced by academics. For single subjects these typically specify content, learning objectives/outcomes, learning experiences, assessment tasks, and may include a list of resources. See for example: UNESCO. (n.d.). *Curriculum Design*. Retrieved December 15, 2014 from

subject) were written and implemented (no longer done by university academics). The Board termed the process 'criteria-referenced assessment' (or CRA) whereas teachers termed it CBA (criteria-based assessment) and some countries used the term OBA (outcomes-based assessment). Australian universities (starting in the mid-1990s) started to implement CRA. They added their 'own' term of 'constructive-alignment' (Biggs, 2003) to label the process of improving the quality and consistency of assessment processes by making expectations explicit to students. The three seminal experiences outlined above, together with my later experience at the Board, have given me a strong commitment to improving assessment practices in secondary and tertiary education. They have also strongly influenced how I approached my academic developer role by considering the curriculum (and therefore assessment) needs of students and academics. Because of my bias in relation to the importance of CRA, I conscientiously supported whatever institutional change model was being used in my careers in secondary and tertiary education. In terms of this study, I supported the implementation of the DL model at DUU via my academic developer role because it was about CRA. CRA then became the vehicle for exploring this DL model.

3.2.2 Previous experience with DL

3.2.2.1 DL and the Board

After fifteen years teaching secondary school I joined the Board, which I now consider was using DL, although the term was not common parlance in 1995. I was one of eight permanent curriculum officers responsible for syllabus construction and revision involving committees of teachers and academics. We curriculum officers were meant to be mostly outsiders—given syllabuses outside our disciplines (I had all the arts, but my specialisations were the sciences and mathematics). The other group of distributive leaders was the 30 review officers—seconded for two years as insiders for their specialist discipline knowledge to assist teachers develop curriculum to a suitable standard. As officers of the Board we had no positional power (so power was not distributed, only influence), and reported to our managers who were curriculum and assessment specialists respectively. We had to rely on collegial and expert power to work effectively with our respective groups. As a curriculum officer, I trained the syllabus committees in syllabus design that adhered to CRA principles (a two-year process). This led to each member of a committee being able to operate as a distributed leader back in their respective contexts, spreading the skills of effective curriculum design.

For one of my nine years I was simultaneously a curriculum and review officer (the latter in agricultural science). The review officer role also required training panels of teachers all over the state in making judgments about other folios of student work submitted to the panels. This process was to ensure comparability of assessment across the state. These trained panels formed another distributed network spreading the messages about how to implement CRA. As a biological science panellist before I joined the Board, I knew how effective training and advice from the panels could be and what an effective learning forum it was for me as Head of Science in my school. The Board's processes were unique at the time in Australia, and only Oregon in the USA had anything similar. My dual roles as curriculum and review officer prepared me for my PhD study by showing me the importance of regular curriculum review and participants' perspectives, and how these can and should inform future practice. My time at the Board prepared me for my later role as academic staff developer able to work with, and be supportive of, academics from any discipline, accept critique of my suggestions, be very adaptable but maintain high standards of curriculum development and evaluation. As a member of three DL networks (in my roles as curriculum officer, review officer and panellist), I saw how effective they were in maintaining quality syllabus development, and consistent implementation across a vast number of secondary schools. DL at the Board was also successful because we officers or champions had managers, and were working full-time supporting teachers across Queensland. The Board was also well funded by the Queensland government.

Universities do not typically have the funds to take their teachers away from their students to work full time with other teachers in their faculty or school as distributive leaders. These academics also have to maintain a research profile and obtain grants which seconded school teachers do not have to do, further making the Board's DL model an impossible ideal for universities to implement. Working at the Board has given me a unique perspective about its version of DL and prejudiced my views about whether DL of any description can be effective in implementing change in HE institutions.

3.2.2.2 DL and a university

In mid-2005, I moved to a large Australian university as an academic staff developer to assist academic staff in implementing CRA. Implementing change in the tertiary sector had some differences to the secondary sector, so I had to adapt my repertoire of skills to ensure effectiveness. One of the first things I had to learn is that working with academics in their 'home' environment is not the same as when I worked with them at the Board (where they were out of their 'home' environment). I found that in the university context, some accepted my academic developer role as one of expertise in learning, teaching and curriculum areas and therefore an insider—a colleague to be respected. Others saw me as an outsider, not one of them at all, without positional power (Rowland, 2006; 2007) and therefore without credibility. Yet at the Board, academics on committees treated me as a valued and

knowledgeable colleague, possibly because they were outside the secondary education system and relied on my expert knowledge of that system.

At the large university referred to above, the model used to implement CRA could have been labelled DL but was not. It involved nine faculty champions referred to as learning and teaching consultants, who were supposed to spend 50% of their time providing CRA support to their faculties because they had been seconded and part-funded by the ADU. All except one (me) were not managed by the ADU. Two of us had knowledge of how to implement CRA (me and a colleague whom I had worked with at the Board) and two others were willing to learn. I was in the role for two years, but was refused permission by the head of the ADU to work with and upskill the consultants—the reason given was there was no time. Needless to say this DL model was ineffective because there were too few consultants for a large university and most had no CRA skills.

This experience illustrated that this DL model only worked in places where the consultants were motivated and had some CRA background, such as in law, creative arts, nursing and engineering. Its most useful feature was the secondment of the consultants or champions, which meant that they did not have to be a consultant on top of *all* their academic commitments. Except for me, they were all 'insiders' (not based in the ADU). Later at DUU (mid-2008 to end 2011), I was able to bring resources, strategies and experience from working at this Australian university to help DUU implement CRA with *their* model of DL. I knew from working at the Board that DL could work, but only under specific conditions, and from working at the other Australian university I knew that there needed to be more than a handful of change agents/champions or consultants, and these needed to have a shared understanding of CRA. I had severe doubts from the start that DUU's version of DL would work as well as intended, but I knew it had the potential to be more effective than what happened at the other Australian university. This proved to be the case but with much of its potential not realised.

3.2.3 Researcher–participant/insider–outsider: Balancing positions

As well as previous experience with DL, I brought to my research on the DUU project the following: four years' experience with hundreds of academics across all DUU faculties, and all except two schools; close involvement with many of the school champions over a protracted period; close involvement with one academic developer in the ADU; and existing relationships with a couple of the Associate Deans. As a researcher-participant/insider-outsider, I was involved closely in the phenomenon as a participant as well as a data-gathering instrument, hence the use of first person in much of the thesis. There were various benefits and challenges involved in balancing these multiple positions as noted in the quote at the start of the chapter (Sherry, 2012).

3.2.3.1 Benefits

My experiences at DUU meant that I had 'longevity in the field' (Roulston, 2010, p. 217), was deeply embedded in the study and could save some time in interviews as I knew DUU-specific acronyms and policies. As a researcher I also had 'multiple insider and outsider positions' (Braun & Clarke, 2013, p. 10). According to Teddie and Tashakkori, 'a golden rule of making inferences in human research is to know thy participants' (2009, p. 289). My experience at DUU meant that my understanding of the cultures of the participants and the research context would be a valuable asset in making these inferences. As an insider—that is, someone who had a position in the organisation—I was an academic developer with expertise in assessment who was known by most of the interviewees, and had worked extensively with many of them over a protracted period of time. This gave me a distinct advantage in interviews as I had an insight into their busy world, did not have to establish rapport with most of them, and felt accepted as a peer by the majority.

3.2.3.2 Challenges

I was respectful of and grateful to the academics I interviewed and was aware, while writing this thesis, that I felt highly protective of them and DUU's reputation. I consciously attempted to mitigate these feelings by striving to maintain a critical and open stance to the data that emerged, which challenged me to remain a reflexive outsider during analysis. What many of the school champions said they did to support implementation of CRA, involved me. Therefore, much of their data had my influence on its production. Because of my researcher-participant position, I found it impossible to 'take a detached and neutral role' towards interviewees, preferring instead to 'develop a collaborative relationship' to help me explore their perspectives on the DL project (Roulston, 2010, p. 224). During the CRA project I was heavily involved in supporting staff in implementing CRA and had not decided to commence a PhD on the project until towards the end of 2010. It made more sense to interview after the project had officially finished (December 2011), so that interviewees could reflect on the whole project. I also wanted a global view rather than minutiae, and this necessitated interviewees 'view[ing] the past through the lens of the present' (Silverman, 2010, p. 192).

I was offered a job in April 2012 at an interstate university before conducting the interviews. This, by happenstance, gave me the time to develop mental distance from the project (become more of an outsider) but still maintain some insider status in relation to the interviewees (Klein, 2004; Dwyer & Buckle, 2009). Ethical approval to carry out the research was given in December 2012. I commenced interviewing after April 2012 and continued interviewing into early 2013. The majority of interviews were conducted by phone, and I do not think this situation had any impact on interviewees' responses as most knew me. I was fully aware that academic developers are viewed as outsiders by many academics because they are not faculty members (e.g. Bath & Smith, 2004; Brew & Peseta,

2008; Debowski, 2011; Manathunga, 2007; Rowland, 2006; Roxå & Mårtensson, 2008; Stefani, 2011). Yet I only experienced feelings of being treated as an outsider on six occasions while at DUU. In three of these, the feelings quickly passed as the academics and I became engrossed in the curriculum task they had chosen, and they expressed positive comments about the process and the results. On the other occasions, I doubt whether the academics' treatment of me—one of superior indifference as well as 'power, authority, control and expertise' (Rathbun & Turner, 2012, p. 239)—would have been different had I been a faculty member, because that was how most of them treated each other, even in front of me.

I also was genuinely interested in the perspectives of all interviewees, however they chose to represent them, albeit retrospectively (Silverman, 1993). This caused me difficulties in terms of creating mental distance as an insider researcher by 'making the familiar [into] an unfamiliar object of analysis' (Bryman & Lilley, 2009, p. 343) in order to avoid the great danger of misunderstanding (Hammersley, 1990, p. 8). This is similar to Silverman's warning to researchers 'being so personally involved with people you are studying that it is difficult to be objective' (2010, p. 274), resulting in role confusion, in which the researcher responds to the participants or analyses the data from a perspective other than that of the researcher (Asselin, 2003).

3.2.3.3 Balancing empathy and alienation

Hellawell argues that this insider-outsider position (that is, partially an insider and an outsider) is an ideal one because it implies the researcher experiences both empathy and alienation—the latter meaning 'making strange' (2006, p. 487). Hesse-Biber identifies the challenge as involving 'taking on a multitude of different standpoints and negotiating these identities simultaneously' (2010, p. 74). Dwyer and Buckle suggest that one's insider or outsider status is not what is the core ingredient in qualitative research, but rather 'an ability to be open, authentic, honest, deeply interested in the experience of one's research participants, and committed to accurately and adequately representing their experience' (2009, p. 59). I found this messy state of affairs as a researcher-participant/insider-outsider initially exhausting at times, because I had to be constantly on my guard during interviews. I eventually decided to relax and enjoy the interactions and appreciate the generosity of these busy academics giving me an hour of their time.

3.3 SUMMARY AND CONCLUSIONS

In this chapter, I outlined the research setting by describing key features of DUU and the Australian state it is primarily based in. Next, I presented the implementation plan that showed the people involved, but unfortunately omitted the Heads. I then revealed the demographic data of the four groups of interviewees with the largest group, the school champions, as the main focus of my research.

Stark differences in the data about this group suggest some of them may have had much greater challenges than others in supporting their respective schools in implementing CRA. I finished the chapter with some of my experiences with, and perspectives about, assessment and DL plus the benefits and challenges of balancing multiple positions. As well, I revealed my passion for valid and fair assessment, and how my doubts that DL at DUU was going to work as intended to successfully implement CRA were based on experience.

4. METHODOLOGY AND METHODS

... should the messiness of the social world [in HE] and the research process be reflected when research is written [or should it be simplified for readers] to give [them] the best chance to understand something of the research? (Ashwin & Case, 2012, p. 272)

4.0 INTRODUCTION

The aim of my research is to critically examine DL by providing empirical evidence from an Australian university that was implementing change to assessment practices. To achieve this aim, I sought answers to the following two research questions:

1. How does the evidence from one university's experience in implementing change using a DL model support or challenge current theoretical conceptions of DL?
2. What do the insights generated suggest for the roles of change agents in implementing change in a university?

This chapter describes how I justified and conducted research to provide evidence and insights to suggest practical ways to improve how DUU used DL to implement change in teaching and learning, that is: the choice of mixed methods case study to align with a pragmatic worldview; the four-stage research design; methods of generating and analysing the qualitative and quantitative data; and ethical procedures.

4.1 METHODOLOGY: PRAGMATISM WORLDVIEW

Informing and justifying my selection of a research design is the philosophical tradition of pragmatism. This worldview had its origins in the US around 1870 with the early writings of the 'father of pragmatism', Charles Sanders Peirce (Atkin, n.d.). Pragmatism was developed in many new directions through the work of James, Mead, Dewey, Royce, Schiller and others who differed in their interpretations (Cherryholmes, 1992). Pragmatists contend that most philosophical topics—such as the nature of knowledge, language, concepts, meaning, belief and science—are all best viewed in terms of their practical uses and successes. Thus the philosophy 'emphasizes the practical application of ideas by acting on them to actually test them in human experiences' (Gutek, 2014, p. 76, 100). Modern interpretations of pragmatism are that it: is not committed to one philosophical stance and reality, hence it is pluralistic in approach and methods; is useful, oriented towards solving practical problems; focusses on the consequences of research and the primacy of the research questions; and research choices are based on the needs of the researcher and the researched, plus what works to answer the

research questions (Cresswell, 2014, p. 36; Cresswell & Plano Clark, 2011, pp. 41-43; Feilzer, 2010; Rorty, 1999; Teddlie & Tashakkori, 2003). Johnson and Onwuegbuzie comment that: 'Peirce, James, and Dewey were all interested in examining practical consequences and empirical findings to help in ... deciding which action to take next as one attempts to better understand real-world phenomena [including psychological, social, and educational phenomena]' (2004, p. 17).

In terms of my needs as a researcher, I wanted to investigate, in a paraphrasing of the above quote, the 'practical consequences and empirical findings ... to better understand the real-world [educational] phenomen[on]' that was DL at DUU, beyond what I was involved in and observed during four years. This was so I would have a more informed knowledge base on which to critically examine DL, rather than relying solely on my own experience of it. As well, I would be able to: identify the consequences of using DL to implement CRA; suggest practical solutions to the problems that arose; and make recommendations about using DL in the current rankings and research-driven HE context. I needed to therefore gather empirical data, for example, about how the school champions were selected and inducted; the impact of the label, school champion, on them; what they thought they achieved or did not in terms of CRA implementation (supplemented by my quantitative archival data on each champion collected during the project for reporting purposes); their understanding of what DL was; and their opinions of their leadership roles as school champions in institutional change. I also wanted to find out the perspectives of others identified in the implementation plan; that is, the Associate Deans, key academic developers, and nominees of the DVC, to give me a richer and more comprehensive picture of DL at DUU to complement the perspectives each individual school champion shared with me.

To better understand the phenomenon that was DL at DUU, I decided to seek the perspectives of the different groups by interviewing them. I expected interviews to reveal some of the complexities in each school champion's context, such as: number of staff and campuses to support; balancing teaching and research requirements during the project; and leadership challenges for those in informal roles. From an analysis of these data, I intended to derive some recommendations that could improve how a role such as school champion is devised, implemented and rewarded as one of leadership in teaching and learning. I anticipated that the Associate Deans' interviews would make it clearer to me what their role was in the CRA project, especially in relation to the school champions. This information would assist me in devising recommendations for the Associate Deans' role (if any) in institutional change, which could feasibly be carried out while accounting for their heavy policy workloads.

From the key academic developers (the co-head of the ADU plus the coordinator of the Grad Cert (UL&T)), I planned to understand their roles more fully and find out whether they had any interactions with the school champions. I was especially interested in the implementation plan devised

by the co-head of the ADU, and how she visualised it would be enacted. These data would help me to devise recommendations for future plans in order to avoid unintended negative consequences, especially to those in change agent roles such as the school champions. Finally, by interviewing two nominees of the DVC, I expected they could tell me something about their experiences in evaluating institutional change in HE, and what they knew about the CRA project and its effects if any. The nominees' perspectives could help me take a whole-of-institutional view when refining my practical recommendations, because they were concerned not just with teaching and learning policy implementation, but also with providing advice to Council and the Vice-Chancellor on many different policies relating to academic matters, such as academic standards and performance, and the student experience.

Because of the complexity and richness of the research setting during the DL project at DUU, and my interest in practical consequences and empirical findings, the logical choice of research design was mixed methods with the research strategy of a case study.

4.2 RESEARCH DESIGN

4.2.1 Mixed methods

Like the mythology of the phoenix, mixed methods research has arisen out of the ashes of the paradigm wars to become the third methodological movement. The fields of applied social science and evaluation are among those which have shown the greatest popularity and uptake of mixed methods research designs (Cameron, 2009, p. 140).

While the history of pragmatism is long, mixed methods have a short history which can be traced to the early 1980s and has been described as a 'quiet' revolution due to its focus on resolving tensions between the qualitative and quantitative methodological movements (Cameron, 2009, p. 142; Tashakkori & Teddlie, 2003, p. 697). These tensions have been termed the 'paradigm wars' (Cameron, 2009, p. 140) when some researchers challenged 'rigid rules about paradigms and research methods' that initially rejected pragmatism (D. Morgan, 2007, p. 64-65). According to Feilzer, the paradigm wars also involved 'long-lasting, circular, and unremarkably unproductive debates discussing the advantages and disadvantages of quantitative versus qualitative research' (2010, p. 6). Because pragmatism 'does not require a particular method or methods mix and does not exclude others', (Feilzer, 2010, p. 13), it can be a specific justification for combining qualitative and quantitative methods (R. Johnson & Onwuegbuzie, 2004).

While I am using mixed methods, a higher priority is given to the qualitative in terms of data collection and analysis, because it is participants' perspectives in the HE context of DUU that I am primarily interested in, with regard to answering the research questions (Cresswell & Plano Clark,

2011). I also used, in a secondary role, my archival data about the project related to the school champions, most of which is quantitative. These data, once analysed, were merged with the analysed qualitative interview data to enhance the profiling of a selection of school champions in the form of a series of vignettes (Bryman, 2006). Merging is one way of mixing these data—and is a core characteristic of mixed methods as it 'provide[s] a better understanding of research problems than either approach alone' (Cresswell & Plano Clark, 2011, pp. 5, 16). The purposes of the vignettes were: 'to clarif[y] the phenomenon, the activities, the setting and the issues' (Stake, 2010, p. 172); to verify, contextualise or clarify the selected school champions' recollections and/or perspectives (Mason, 2002, p. 108); and to illustrate the variety of their contexts and challenges. Because the vignettes integrated, into the discussion, findings from interpretation and analysis of the qualitative and quantitative data, this strategy, according to Cresswell and Plano Clark, 'shows a pragmatic stance' (2011, p. 280). My choice of vignettes, interpreted and analysed through the lens of the leadership and power conceptual framework, also illustrates the 'complexity, messiness, contradiction, [and] ambiguity [that were] intrinsic to the phenomenon' (i.e. DL at DUU) (Mason, 2002, p. 177).

Using both quantitative and qualitative methods in my study helps to offset their respective strengths and limitations because the data offer multiple ways, and provide more evidence for, studying the research problems (Bryman, 2006; Jick, 1979). For example, mixed methods can enhance the credibility and validity of findings; that is, trustworthiness (Lincoln & Guba, 1985) or rigor, and lead to an enriched, more complete explanation of the research problem. This can occur in a number of ways, for example, when findings from one method corroborate findings from other methods so that lines of inquiry converge (also termed confirmation, substantiation, triangulation, validation, or verification);¹⁸ by helping uncover relationships between variables; and when findings from a dominant method are enhanced or elaborated by findings from another method (Bryman, 2006; Cresswell & Plano Clark, 2011; Eisenhardt, 1989; Guba, 1981; Jick, 1979; Teddlie & Tashakkori, 2009; Yin, 2003).

By carefully employing mixed methods in my study, I was seeking to enhance the trustworthiness of my findings so they would provide strong support for my recommendations relating to the use of DL in the current HE context to implement change in teaching and learning. In the opinion of Papadimitriou, Ivankova and Hurtado, the '[h]igher education research is a context that is ripe for excellent mixed methods studies that address complex research problems that require explanation and exploration, as well as definitive answers' (2013, p. 151). A survey of the literature

¹⁸ Cresswell and Plano Clark comment that 'the terms to use in designing and conducting mixed methods study are far from settled', hence my listing of the common ones associated with 'checking on the quality of the data, the results, and the interpretation' (Cresswell & Plano Clark, 2011, p. 277, 210).

reveals that mixed methods approaches have been used with HE as the research context to carry out a variety of different studies, for example, comparing new faculty members' emotions in relation to their teaching compared to their research (Stupnisky, Pekrun, & Lichtenfeld, 2016); how HE teachers collaborate in teams to design educational innovations (Bron, Endedijk & Sleegers, 2015); emotional intelligence and teaching competencies in HE (Akhmetova, Kim & Harnish, 2014); the identity and experiences of marginalised groups in the academy (Griffin & Museus, 2011); PhD examination processes and outcomes in Australia (Holbrook & Bourke, 2004); student academic engagement in introductory science, technology, engineering and mathematics (STEM) courses (Gasiewski, Eagan, Garcia, Hurtado & Chang, 2012); and the capability and belonging of HE students from non-traditional backgrounds (Burke, Bennett, Burgess, Gray & Southgate, 2016).

Mixed methods research designs have many different types, and the one I used was a case study of DL in an HE context (DUU) that I had been closely involved in for four years. Flyvberg argues that, 'the most advanced form of understanding is achieved when researchers place themselves within the context being studied ... only in this way can [they] understand the viewpoints and behaviour that characterises the social actors' (2011, p. 310).

4.2.2 Case study

A case study was the logical choice because I considered the context of DUU was 'highly pertinent to [the] phenomenon of study' (Yin, 2003, p. 13); that is, the implementation of CRA using DL. It is also 'an established research design ... used extensively in a wide variety of disciplines, particularly in the social sciences' (Crowe et al., 2011, p. 1). According to Yin, a case study is 'an empirical inquiry investigating a phenomenon in its real-life context when the boundaries between phenomenon and context are not clearly evident' (1994, p. 13). The boundaries of the case I was studying were the 'phenomenon' of DL (an activity) at DUU (institution or place) in the years 2008 to 2011 (time). That is, the study was bounded by an activity in place and time (Cresswell, 2003; Stake, 1995). The HE context of DUU was complex, as illustrated in Chapters 2 and 3, and so too were the contexts of the actors in the implementation plan outlined in that latter chapter. Because I had worked in other HE institutions, I was aware that 'universities remain diverse institutions of schools and faculties each having distinct cultures and a major allegiance to a disciplinary or professional authority outside the university' (Anderson & Johnson, 2006, p. 7).

As well, I had been immersed within the DUU context during the years of the DL project, built up relationships with many of the actors, and developed initial understandings of these cultures and allegiances. I therefore had the advantage of not starting from scratch, and retrospectively, to comprehend what the DUU context was like during the project. However, I had no time to investigate the real-life scenario, the phenomenon of DL in depth (Gorard, 2012) while I was engaged in it as an

academic developer. Conducting a case study would allow me to study the phenomenon to develop a more holistic in-depth picture of the complexity, variation and richness of the contexts and the actors' perspectives, by obtaining 'detailed information using a variety of data collection procedures over a sustained period of time' (Cresswell, 2014, p. 42). As Flyvberg states 'depth—detail, richness and completeness [are] the main strengths of the case study' (2011, p. 314). The setting could provide me with 'a variety of relevant and interconnected data' such as interviews and my archival artefacts from the project plus 'different instances, facets and viewpoints' that possibly would form 'a microcosm of the research topic'—of DL in HE (Halliday, 2007, p. 34). Primarily this involved conducting interviews about the retrospective perspectives of the school champions in their individual schools and faculties.

Thus my choice of a case study was 'defined by interest in an individual case, not by the methods of inquiry used' (Stake, 2005, p. 443). I was also reassured by Rowley's recommendation that 'case study research is also good for contemporary events when the relevant behaviour cannot be manipulated' (2002, p. 17). The contemporary event—using DL to implement CRA—is still contemporary, as I demonstrated by my scan of 21 institutions (see 2.5). Because my case study case played a 'supporting role, facilitating ... understanding' of DL (Baxter & Jack, 2008, p. 549), I was conducting what Stake (1995) refers to as an instrumental case study. That is, the case was secondary to understanding a specific phenomenon—that of DL being used to implement CRA at DUU.

Despite the choice of a case study being the best, in my opinion, to do justice to the project, there are some limitations including: being difficult to summarise (Flyvberg, 2011, p. 313); there is too much highly complex data to interpret and analyse, hence the necessity to set aside sufficient time to do this (Crowe et al., 2011, p. 7); the complexity is difficult to represent simply (Hodkinson & Hodkinson, 2001, p. 9); and regardless of the rigour of the research, (an account of a case study) is not completely objective because of the researcher's involvement in the creation, analysis and presentation of evidence (Hodkinson & Hodkinson, 2001, p. 10). I have acknowledged these challenges to being completely objective in section 3.2.3.

4.2.3 Four stage research design

Figure 4.1 represents my research design; that is, the overall strategy and the sequencing of qualitative and quantitative components in four numbered stages. Following the protocols for these figures advocated by Hesse-Biber, I have used QUAL to indicate that qualitative data gathering is the dominant approach, and quan to denote that quantitative data gathering is 'in the service of ... QUAL and assists in the interpretation of qualitative findings' (2010, p. 71). The first stage involved the collection and literal analysis of interview data with subsequent counting of themes and subthemes using NVivo10 (see 4.5.1 and 4.5.2). This was followed in stage two by rhetorical analysis (Billig,

1987) that moved beyond the literal, again with the counting of different themes and subthemes (see 4.5.3.2), but did not involve NVivo10.¹⁹ Quantitative archival data related to the school champions that I collected during the CRA project for reporting purposes were also selected and collated in this stage, based on how the data related to the research questions.

In stage three, this quantitative data plus the findings from the first two stages were integrated to inform the selection of a small sample (a distribution) of school champions' cases. This purposive sample was to illustrate representativeness of cases by 'maximum variation sampling', and to 'set up comparisons among different cases' from most typical to extreme or deviant (Teddle & Yu, 2007, pp. 80-81). In stage four, this sample of school champions' cases was analysed using a conceptual framework (see 4.5.3.3), which has the potential to be developed into a theory that could provide different insights into implementing institutional change other than in HE. Because my primary interest was the school champions' perspectives of DL at DUU, the research plan illustrates that their data is involved in all steps. As mentioned earlier, there is a dearth of studies of the perspectives of those at the coalface involved in DL.

This research design was my roadmap, reflecting the undergirding tenets of pragmatism because it gave me the freedom to 'take a pathway of pragmatic curiosity by exploring [my] research interests and [devise] the ... design ... that ... allow[ed] [me] to pursue [my] investigative curiosities' (Chenail, 2011, p. 1713). These tenets: focus on questions about what is useful and practical in relation to HE institutional change using DL; value the research questions more than method or paradigm; provide me as the researcher with flexibility to make research design choices about what methods to use; and support the use of both qualitative and quantitative methods in the same study (Tashakkori & Teddlie, 2003). The resulting complexity of the research design reflected some of 'the messiness of the social world' I was investigating, and referred to in the quote at the start of this chapter (Ashwin & Case, 2012).

¹⁹ Note that the labels as identity badges framework (see 4.5.3.1) was only used in Chapter 6 about the impact of the label, school champion. Hence I have not represented this on the diagram of the research design (Figure 4.1).

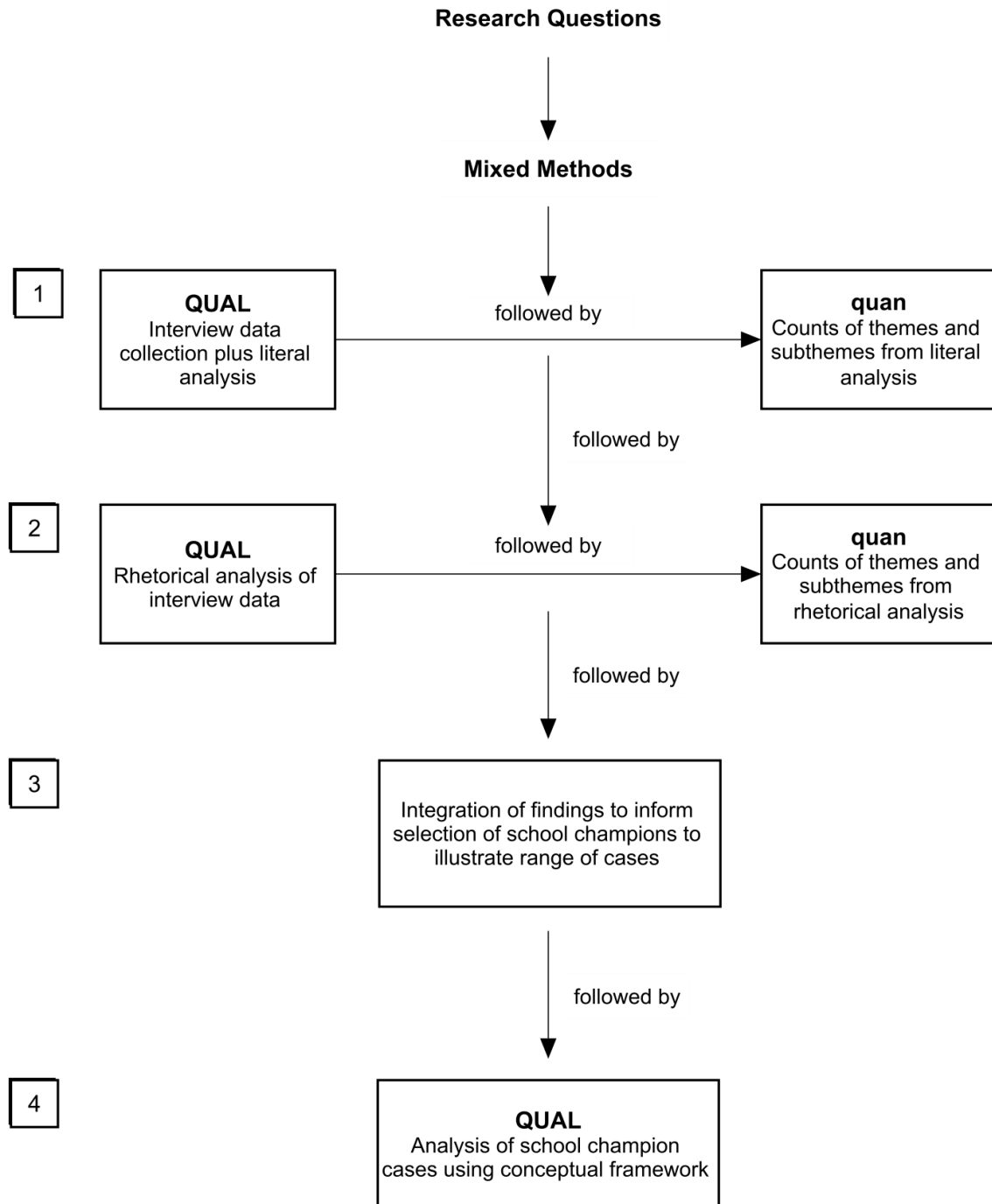


Figure 4.1: Four-stage research design

4.3 SELECTION OF PARTICIPANTS

I chose a 'non-random, multi-level, purposive sample' (Hesse-Biber, 2010, pp. 50-51) of academics to interview. The first reason for doing this was to seek a range of viewpoints for 'representativity on the project: their beliefs, perspectives, opinions and attitudes' (Roulston, 2010, p. 205). Most of the interviews were with the school champions because I was seeking to understand their lives in relation to that role (Major & Savin-Baden, 2010) and the majority of my interactions were with them. The second reason for selecting a range of academic levels was because 'personal evaluations of change differ depending on the position of the academic in the university' (Blackmore & Kandiko, 2012b, p. 177). Those in more senior positions tend to adopt a broad perspective linking their evaluation (of the project) to mission and objectives of the university, while those at program (degree) level tend to judge the effects on students and the effects on their own workload and teaching (Blackmore & Kandiko, 2012b, p. 177). The sample of four different groups was also purposefully selected to include as many of the different actors in the implementation plan as possible (see 3.1.2).

Of the original group of 40 school champions: one was in the role for only three months at the end of 2011 so was not asked for an interview; one had refused to support the implementation from the outset but had paradoxically volunteered for the role; and one had been removed as school champion by the Associate Dean (Learning and Teaching) because the school champion had no support in his school. Of the remaining 37 school champions, 27 were interviewed (an acceptance rate of 73% representing 68% of the total number of champions). Of the 10 not interviewed, five refused; two did not reply to emails and phone messages; one said she was too busy; one had retired, left the state and could not be contacted; and one cancelled an interview because of illness and was unable to reschedule. Of those interviewed, 16 were in the role for the whole of the implementation phase (four years); two for 3-3.5 years; five for 2-2.5 years and four for 1-1.5 years.

Reasons for school champions not remaining active in the role for the full period included: being on study leave for part of the time; completing a PhD; leaving the university; not having their contract renewed; having to care for an ill partner; only becoming active after being promoted to HoS; and implementation in their school successfully completed for the most part before the end of the four years. All members of the other groups of interviewees were interviewed. Demographic data for the four groups of interviewees are presented in section 3.1.4.

4.4 METHODS OF GENERATING DATA

4.4.1 Introduction

Much of the quantitative archival data related to the interviewees were collected during the latter half of the project (years 2010-11), while the qualitative data (in the form of interviews) were collected after completion of the CRA project implementation.

4.4.2 Qualitative methods

4.4.2.1 Introduction

As pointed out in section 2.7, there have been very few studies on academics at the coalface (i.e. teaching students) that have investigated their perspectives about their informal leadership roles as change agents in supporting institutional changes to teaching and learning. I also wanted perspectives across different levels of the organisation as explained in section 4.3. Focussed interviews (Merton, Fiske & Kendall, 1990) were chosen as the vehicle for gathering data about interviewees' perspectives, because they combined open-endedness with a set of questions derived from the research questions (Yin, 2003, p. 90). This type of interview permitted me to seek clarification of a comment or viewpoint, and more fully explore my research questions. I was a known entity to most as I had worked closely with many of them (see 3.2.3). The most productive interviews, according to Oakley, are 'when the relationship of interviewer and interviewee is non-hierarchical' (2008, p. 222). This was the case with the school champions regardless of their academic level of appointment, but not with co-head of the ADU, Narelle (my line manager) or with the Chair of the Senate, Joseph (see 4.4.2.3). I was alert to warnings by Silverman (1993) not to treat all interview data as true or false, but as a display of perspectives that can be affected by factors such as: the status of the interviewer and interviewee; and the untrustworthiness of some interviewees, which can distort their responses.

4.4.2.2 Development of the interview questions

All the interview questions were developed directly from the research questions and linked to the CRA implementation plan, to ensure explicit alignment and because the questions were part of the process and not separate (Gubrium & Holstein, 2009). The questions were designed to explore the selection and role of the school champions, the DL approach used to implement institutional change at DUU, and the implementation of CRA. My supervisors provided feedback on draft questions for the school champions and Associate Deans. Following four school champions' interviews, four questions were modified into two because of minor overlap. I sought independent advice from a colleague at a different university who helped me develop the interview questionnaire for the nominees of the DVC,

including the probes. I mirrored this process when developing the academic developers' individual questionnaires on which he gave feedback. Each developer then gave feedback on the other's revised questions, including the probes.

For the school champions and Associate Deans, pre-devised probes were not used. Instead I generated these when necessary during the interviews. Probes were devised in advance for the other interviewees. This was because I was not confident I would feel sufficiently relaxed to generate probes during the interviews as these interviewees included my line manager (co-head of the ADU), another academic developer, plus very senior academics (then nominees of the DVC). Questions for all four groups included open and closed ones. I did not pilot the questions with academics outside the four groups, as the questions would have made no sense to a person not involved in the CRA project. A non-school champion could have answered some of the questions, but they were not as intimately involved, nor were they subjected to the same expectations or face the same challenges. Questions were sent to all interviewees in advance so they would have time to reflect on the CRA project and DL, and thus refresh their memories of it, as the interviews were being conducted one to two years after the project. Another reason for giving interviewees advance notice was so they could feel comfortable in the transparency of the process, and accept my invitation to be interviewed by giving fully-informed consent. Refer to Appendix C for the interviewing documentation that includes the information sheet, consent form, sets of interview questions, and associated probes.

4.4.2.3 Conducting the interviews

Technique: Responsive interviewing

I asked two school champions, in advance of their interviews, to comment on my interviewing style under three headings and email back their evaluation after the interviews. The two I chose were colleagues with whom I had worked extensively. Their evaluations of my interview technique, structure of the interview and quality of the questions were thoughtful, instructive and positive. Both were comfortable with my interview technique, with one responding that it was 'informal and engaging, thus I responded freely and openly'. The other alerted me to what could be interpreted as an overlap of two questions, which I subsequently rectified. My interview plan was to present myself as an active listener, feeding back some of each interviewee's earlier quotes later in the interview to pursue points related to the questions. This was a conversational style incorporating an investigative approach 'in which the data arise in an interpersonal relationship, co-authored and co-produced by [participants]' (Kvale, 1996, p. 159). I consider my style has similarities to what Rubin and Rubin refer to as 'responsive interviewing', where the interviewer treats the interviewees as 'partners in the research rather than objects of research' (2005, p. vii). The main difference to my style of interviewing was that I was keen to have the main questions answered because these were essential in thoroughly

examining my research aim. I adapted each interview according to how the interviewee responded (Warren, 2012) as well as to the setting (telephone, face-to-face, Skype) and to social roles (Maxwell, 2012).

Interviewing academics with positional power: Some challenges

There were exceptions such as my line manager, Narelle, who was co-head of the ADU during the CRA project. She had been promoted to Head of the ADU before I interviewed her, and also, at the time, my primary PhD supervisor. This situation proved very awkward for her—my notes say that I 'did not think she was herself; she was very careful in her word choice, and instead of her chatty self, she seemed very much on guard even though she had the questions in advance'. Towards the end of the interview, her tone of voice changed, as did the pattern of sentence construction, so I assumed she had relaxed a little. She was the most guarded of all the interviewees and I had the impression she was almost reading a script. I had known and worked for her for four years as a colleague, so this unexpected protectiveness on her part may have compromised the depth of her data. I assumed that other events at DUU happening at the time (a faculty restructure and staff retrenchments) could have contributed to her seeming reticence.

When faced with interviewing the two nominees of the DVC (both at academic E), I was apprehensive about how they would react to me by telephone. I had not met Joseph (Chair of the Senate) when I worked at DUU, but had met the other nominee, Gordon, PVC (Learning and Teaching) many times. Gordon seemed much more relaxed on the phone than Joseph, who, according to my notes, was 'very chatty giving me the impression he was genuinely collegial, open and thoughtful'. This may have been his strategy to put me at ease. My notes also say he was 'very long-winded' and that 'I was surprised, when at the end, he said he enjoyed the interview'. He later apologised for the long interview, which I was not expecting him to do. He was impressed with the CRA project—'it was a very good project'—and with the extent of my knowledge about the changes DUU had been undergoing since I left. He then wished me well and proceeded to give me specific advice about the challenges of conducting qualitative research. I found him the most challenging to interview of the 40 interviews I had conducted for this study, as I did initially feel intimidated by him because of his Senate position, which may have affected how I interacted with him. When he became more focussed in his answers, I knew he had decided for some reason to be a bit more forthcoming with me, although he was far more circumspect than Gordon, who appeared more open and blunt, with no qualms saying exactly what he thought about DUU and the DL model.

Table 3.6 shows that Joseph had been at DUU for a very long time, perhaps accounting for his reluctance to say anything critical and indicating his strong loyalty to DUU, compared to Gordon who had been at DUU for half as long. Gordon's role was only for three years and was focussed entirely on learning and teaching across the university. Joseph's role was much more political involving all

aspects of DUU, and this may also have explained his much more guarded comments to me. He decided to step down from his Senate position at the end of 2012. My concerns about interviewing the two very senior academics reflect the power differentials related to position, which impacted me (academic B) and the school champions (academics A, B and C). However, Joseph and Gordon allayed many of my fears during the interviews with their collegial approach, which I very much appreciated as a novice researcher. The impact of different types of power in HE arose as an important factor for the role of the school champions, Associate Deans and academic developers, and form part of my conceptual framework (see 4.5.3.3).

Recording

Most interviews were by phone because I lived in another state. I offered Skype instead of a telephone interview, but only one accepted this offer. I did not consider that the telephone interviews were more limited than face-to-face because I knew most of interviewees. Seven interviews were conducted face-to-face at DUU in September 2012 because I was at the university for a graduate research conference. All interviews were audio-recorded and backed up on my home computer and two external hard drives. One recording with an acting Associate Dean, who knew little about the project, failed. I interviewed the incumbent when she returned from study leave. All school champions' interviews were conducted in 2012: four face-to-face, one by Skype and the rest by telephone. The average interview time was 68 minutes (range 48-97). Three of the Associate Deans' interviews were conducted face-to-face at the respective Associate Deans' campuses, while the remainder were by telephone. The average interview was 69 minutes (range 42-85). Both academic developer interviews were by phone and were 60 minutes each: Narelle's interview was in late 2012 and Stephanie's in mid-2013. Phone interviews with the two nominees of the DVC were held in February and March 2013. Joseph's interview was for 73 minutes and Gordon's lasted 53 minutes.

4.4.2.4 Transcription and verification procedures

All interviews were transcribed by a professional company unrelated to the university. Lists of DUU and tertiary sector acronyms were provided, plus copies of the interview questions for each of the four groups of interviewees. I proofread the transcripts for accuracy of transcription by listening to the recordings and amending transcripts where necessary (e.g. terminology; where the transcriber did not hear what was being said, but I could work it out). I also deleted parts of the interviews that were unrelated to my research questions. Each transcript took two to three hours to check. Proofed transcripts were emailed to interviewees with a thank-you for their time. The approved or corrected transcripts they returned became the ones used for analysis. Interviewing four groups of academics (see 3.1.3) allowed me to corroborate some of the information and provide 'thick description' of the

significance of the CRA project from their perspectives, to ensure that the 'voices, feelings, actions and meanings of interacting individuals are heard' (Denzin, 1989, p. 83) throughout this thesis.

4.4.3 Quantitative methods

Quantitative methods consisted of counts of themes and subthemes using NVivo10 (see 4.5.1 and 4.5.2), plus compiling archival data mostly about the school champions collected for reporting purposes to my line manager and Senate during the CRA project. These latter data included numbers of: discipline-based workshops organised with specific school champions; unit (course) outlines revised; rubrics developed; degrees (programs) which had their outcomes developed or redeveloped; consultations I had by invitation with the school champions; plus papers published by school champions. These archival data were integrated with interview data to create vignettes of a selection of school champions in stage three of the research design (see 4.2.2).

4.5 METHODS OF ANALYSING THE DATA

4.5.1 Trialling a subset of data with NVivo10

For the study, a very small selection of data was used as a trial, comprising transcribed interviews of six school champions plus their demographics. NVivo10 is an example of a computer assisted qualitative data analysis system (CAQDAS). According to the literature CAQDAS have various advantages, which I intended to explore before committing to using NVivo10 to help me investigate the full dataset. Before coding the interview transcripts I had to reformat them to suit the software's requirements. The main advantages of using NVivo10 were that: I could save time with data management, encoding and retrieval compared to manual handling; the data kept its hyperlinks to the original interviews; retrieval of coded data was quick to retrieve and reorganise with little disruption; and visual hierarchies of codes were quick to create and alter (Baugh, Hallcom, & Harris, 2010; Joffe & Yardley, 2004). These advantages gave me more time to spend on analysis and evaluation.

4.5.2 Thematic analysis using NVivo

Following the trial, I put all the transcripts into a template for uploading into NVivo10 for coding into initial nodes, separately for each of the four sets of interviews. Keeping the datasets separate, I subsequently merged these nodes into hierarchies of larger nodes, and then into emerging themes using a deductive and iterative approach (Braun & Clarke, 2006; DeCuir-Gunby, Marshall & McCulloch, 2010; Miles & Huberman, 1994). As patterns emerged and themes altered, coding was

checked four times by me to ensure consistency. To maintain the voice of the interviewees and their unique contexts, coding was predominately done with large segments of interview data (sentences and paragraphs) in preference to individual words or short phrases. A limitation of the process is that the coding and theme generation were not independently verified. In an attempt to counter concerns about inconsistent coding using, I have provided extensive quotes from interviewees to illustrate my coding decisions (see Appendix B).

While the *units of observation* or data collection were the interviews, the *units of analysis* were the themes (Folkestad, 2008). The method of using the coded themes as the units of analysis has the advantage of leading to a more nuanced analysis of the data. It also results in the total number of responses coded to themes, not equating to the number of respondents. Moreover, the method acknowledges that any one response may produce multiple, even contradictory meanings. For example, in a question to the school champions about the label of school champion, one respondent said that 'the label did not annoy' her (coded to the theme: labels don't matter) and that 'it was funny [and] everyone had a laugh about it' (coded to the theme: treatment by peers changed). Another said he 'didn't give much thought [to the label] as it was not used in the school' (coded to the theme: labels don't matter). He then said 'but I use it in my CV' (coded to the theme labels matter). Hence from these two champions, four responses were coded to the indicated themes and counted separately.

4.5.3 Analytical frameworks

Because I was seeking the voices of participants, the interview data take primacy in this research. I acknowledge that interviewees' responses about their perspectives on a past event (the implementation of CRA using DL) are not facts, but data in the form of retrospective constructions to an informed interviewer whom most knew. I accepted they were telling me what they chose to in the way they chose to, and I was aware that they were sharing with me, at the time, a version of how they made sense of the event that had occurred several years in the past. Their responses may have been very different if I had not been the interviewer and the interviews conducted at a different time (Silverman, 2010). Four interpretive and analytical frameworks were developed iteratively during the process of analysis and used to make meanings from the data. I explain this further in section 4.5.3.3. According to Cresswell, interpretive frameworks based on pragmatism 'focus on the outcomes of research—the outcomes, situations and consequences of inquiry—rather than antecedent conditions' (2013, p. 28). Using a variety of frameworks had the advantage of different types of analyses and possibly deeper understanding of the complexities of the phenomenon of DL at DUU.

4.5.3.1 Labels as identity badges framework

The labels as identity badges interpretive framework was used to analyse responses *only* about the labelling of school champions from interviewees (see Chapter 6). The primary tenet of this framework is that by virtue of the language used, labels package those who are labelled and this labelling can have a variety of consequences (Grant et al., 2014).

4.5.3.2 Literal and rhetorical frameworks

To make sense of any apparent contradictions in interviewees' responses, two frameworks were used to interpret and analyse the resulting themes: literal and rhetorical. The former focussed on what was said, while the latter on how it was said and for what purpose. Rhetorical analysis required discerning how each interviewee was trying to gain acceptance and approval for their ideas from the interviewer by making one or all of three types of appeals (pathetic, ethical and logical), using a range of strategies, such as word choice, hyperbole, rebuttal, allusion, tone, metaphors, repetition, anecdote, and examples (Billig, 1987). This combination of literal and rhetorical interpretation and analysis provided a more thorough understanding of how interviewees constructed their responses than the use of either one by itself. A limitation of rhetorical analysis compared to other types of analysis is that it is my interpretation of what appeals I thought the interviewees were making to me, as the audience, and my identification of what I thought were the key strategies they were using. A different interviewer from DUU, or an outsider, may have interpreted interviewees' appeals and strategies differently or highlighted different ones in their analysis. This part of my research was published in the *Studies in Higher Education Journal* (Cordiner et al., 2016).

4.5.3.3 Conceptual framework: Leadership and power in HE

Jabareen defines a conceptual framework 'as a network ... of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena' (2009, p. 51). According to Imenda, a conceptual framework: 'guides the researcher in the interpretation and explanation of the data where no dominant theoretical perspective exists'; is based on inductive reasoning, and emerges 'as the researcher identifies and pieces together the relevant concepts from both theoretical perspectives and empirical findings on the topic'; and is 'shaped from a synthesis of existing literature' [the source of theoretical perspectives] and 'freshly collected data' (2014, pp. 189-194). While the scope of the conceptual framework is 'limited to the specific research problem and context' (Imenda, 2014, pp. 193), the framework may have the potential to lead to theory-building with its associated opportunities and challenges, and thus to wider applications in non-HE settings (Eisenhardt, 1989; Eisenhardt & Graebner, 2007).

From my literature scan, I could not find an existing conceptual framework that would help me make sense of my research. I therefore decided to develop my own by following the eight phases

suggested by Jabareen (2009). These involved: 1. mapping the selected data sources; 2. extensive reading and categorising of the selected data; 3. identifying and naming concepts; 4. deconstructing and categorising the concepts; 5. integrating concepts; 6. synthesising, resynthesising and making it all make sense; 7. validating the conceptual framework; and 8. rethinking the conceptual framework. My decision to use these phases aligned with what Cresswell refers to as freedom to 'choose the methods, techniques and procedures of research that best meet [my] needs and purposes' when taking a pragmatic worldview (2003, p. 12). My conceptual framework thus emerged from initial analysis of the data, and identifying the work of several authors (French & Raven, 1959; Grint, 2005a; Kezar, 2014) whose concepts, when I integrated them, helped me make sense of my initial findings. I continued to rethink the framework as I analysed more data. Lunenburg's observations that 'concepts of power and leadership are closely linked' and 'leaders use power as a means of attaining group goals' supported the integration (2012, p. 2).

The case study of DL at DUU will show how three different conceptions of *leadership contexts*—the analogies of the emperor, wheelwright and cat herder (Grint, 2005a)—interacted with four notions of *academic power* in two categories: *organisational* (positional or legitimate)²⁰ and *personal* (collegial,²¹ expert and referent) (Kezar, 2014). French and Raven 'define power in terms of influence, and influence in terms of psychological change' (1959, p. 260). This leadership and power in HE framework is represented in Figure 4.2. It has the advantage of drawing on leadership contexts plus concepts related to social power and influence that are *not* HE-specific, with the intention of seeking new insights. As noted in section 2.4.1, most HE leadership research has focussed on *formal* leaders with positional academic power. Since DL at DUU centred on *informal* distributive leaders (the school champions), it made sense to develop a conceptual framework that could be applied to them in their respective school contexts, and to the whole of DUU. The second advantage is that I have integrated these contexts with HE-specific notions of types of *personal academic power*. In HE literature, these four types of power have rarely been applied to understanding informal leaders' roles and contexts—most research has focussed on power as synonymous with formal authority and therefore positional leadership (see 2.4.3).

²⁰ There are two other organisational powers: reward and coercive, which are not relevant to the school champions as none had those sources of power. I have included positional power as a way of accounting for the influence of several of the school champions because they appeared to have had some authority (see 8.4).

²¹ French and Raven's (1959) original classification did not include collegial power.

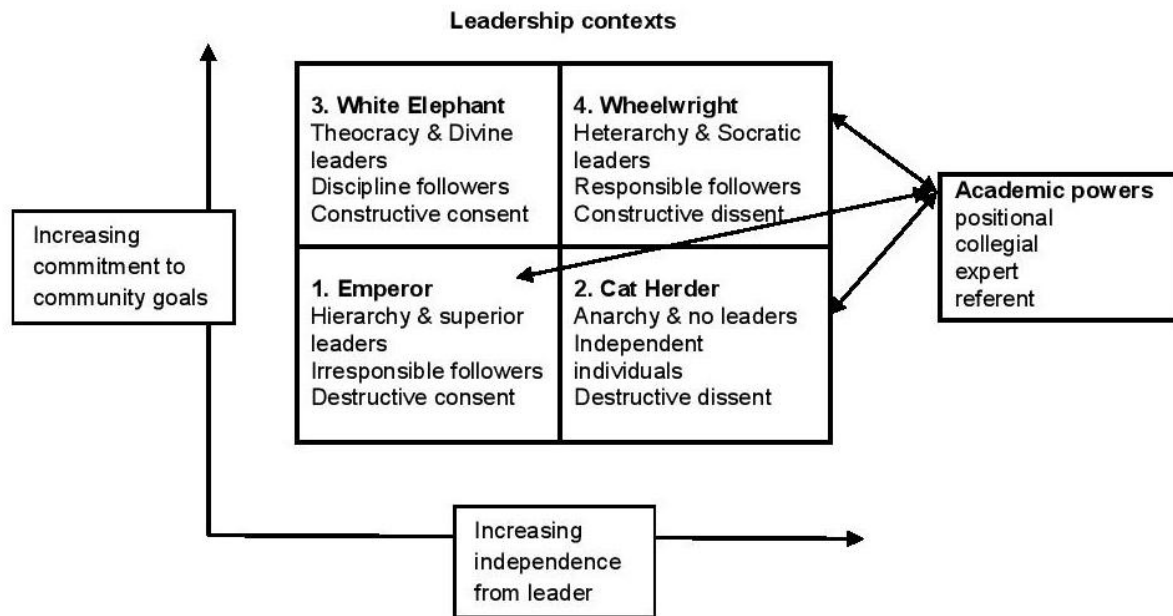


Figure 4.2: Leadership and power conceptual framework

The conceptual framework is applied to selected vignettes of school champions to illustrate 'maximum variation cases' (Flyberg, 2011, p. 307) across a range of contexts, profiles, experiences and outcomes. The selection includes extreme, deviant and critical cases with the latter used 'to confirm or falsify propositions' (Flyberg, 2011, p. 307); that is, to critically examine DL. The conceptual framework (outlined in more detail in section 2.4.5), 'points to factors found to have influenced implementation outcomes ... but does not specify the mechanisms of change' (Nilsen, 2015, p. 3).

4.5.3.4 Rejection of an existing DL framework (ASERT)

In my research proposal, I had planned to use what has become an influential conceptual DL framework, namely the action self-enabling reflective tool (ASERT) developed by Jones, Lefoe, Harvey and Ryland (2012), for examining DL at DUU. The tool was developed from reflections and answers to questions by academics involved in four DL projects funded by the Australian Government's Learning and Teaching Council (ALTC) and the Office of Learning and Teaching (OLT), to determine 'what contextual conditions and leadership skills are needed to achieve an effective DL approach' (Jones et al., 2012, p. 71). All the projects' participants were funded so that they had time to build their leadership skills away from their normal academic roles, and all projects were whole-of-institution in intent (Jones, Applebee, Harvey & Lefoe, 2010, pp. 365-6). The authors claim that the tool, comprising a matrix or rubric—the benchmarks for DL and a self-reflective guided process—'[have] potential to identify action that will be most effective in adoption of a DL approach' (Jones et al., 2012, p. 74). The benchmarks are for evaluating the 'effectiveness of the actions taken to

enact DL', *not the consequences*, and they define attributes of good practice (from the interviews mentioned above) in a mix of performance indicators and activity-based benchmarking (Jones, Harvey, Lefoe, Hadgraft & Ryland, 2013, p. 1, 3). In a critical re-analysis of one of the projects she was closely involved in, Jones identified limitations not reported in the 2010 and 2012 papers mentioned above, namely: that DL was a supplement not a replacement for traditional formal leadership; there was no change to the decision-making and power structure of the university; whether DL fostered more collaboration was inconclusive; and the diversity of contexts and cultures in HE must be taken into account when implementing DL (2014, pp. 138-9).

These limitations were not taken into account when the original rubric was partially revised and renamed 'benchmarks for shared leadership' instead of DL, and included in a recent stimulus paper by Bolden, Jones, Davis and Gentle (2015, p. 24). The revised rubric retained its embedded idealism while simplifying the complexity of the HE context. The paper 'is targeted mainly at middle- to senior-level academic and professional service managers, and leadership and organisational development specialists' (2015, p. 3), and *not for those at the coalface*. In addition, both the original and the revised rubrics refer to formal and informal leaders, but do not mention power or leadership contexts, both of which emerged strongly in interviews with the school champions. For all the reasons in this section, I concluded that neither the original nor the revised rubric would be practical or valid to use to judge DL in an institution as complex as a university.

4.5.4 Presentation of results and discussion chapters

The results and discussion chapters are combined and each have been given a themed heading. These themes arose from a combination of literature review analysis and emerging interview themes. My intention was for the headings together to 'tell a story'. Throughout these chapters, interview data was presented in tables with themes and examples (quotes from interviewees) as well as counts of themes and subthemes. To illustrate the application of the conceptual framework, I used prose vignettes of selected school champions. These were enhanced with relevant extracts from their interview data and combined with numerical archival data collected about them during the project to paint rich pictures of their individual contexts and perspectives.

4.6 ETHICS

4.6.1 Protecting participants and the research site

The *Australian National Statement on Ethical Conduct in Human Research* (National Health and Medical Research Council, 2015) states the values and principles researchers should adhere to.

These are embodied in the template for creating the PhD research proposal that is vetted by the DUU Social Sciences Ethics Committee. As explained in section 3.2, to increase confidentiality: I devised pseudonyms for participants that kept interviewees' cultural contexts; and gave a pseudonym to the research site to help avoid it being identified, while retaining its Australian identity—Down Under University (DUU). Faculties were artificially constructed and given pseudonyms, while retaining the approximate range of disciplines. It was more difficult protecting the nominees of the DVC, but the problem of possible identification was mostly solved once the incumbents were no longer in those roles and there was a restructure of roles at that senior level. As explained more fully in section 3.3.3, as a researcher-participant/insider-outsider, I had some ethical challenges in balancing these multiple positions while maintaining interviewees' anonymity, making the familiar strange and fairly representing their views in response to my questions.

4.6.2 Seeking informed consent

Informed signed or emailed consent was sought from each participant via an individual email that included the information sheet, consent form, and the questions (but not probes) that I intended to ask in their interview (see Appendix C). The information sheet outlined the interview procedure and stated that the study was deemed to be one of minimal risk to them, and the probability and magnitude of harm or discomfort anticipated in the research would not be greater than any ordinarily encountered in daily life. It concluded with the ethics approval number for my research: HOO12400.

4.7 SUMMARY

In this chapter I justified pragmatism as informing the selection of a mixed methods case study conducted using a four-stage research design as the most practical for answering my research questions and achieving my research aim. The selection of four groups of actors was explained as relating specifically to the DUU implementation plan for CRA, with the main focus on the school champions. I then explained how the data were generated, with the qualitative method of interviewing taking primacy, and followed this with how the data were analysed. As well as using software for thematic analysis, four analytical frameworks were briefly described. One of these—the conceptual framework that I devised—emerged from the literature review and empirical findings from my research. I concluded with the ethical protocols I followed.

5. RESULTS AND DISCUSSION: HORSES FOR COURSES

5.0 INTRODUCTION

... a leader may occupy a formal position and may be a manager, but neither of these is a necessary condition for leadership, and many individuals, recognised by their peers as leaders, are not distinguished by any formal position or title (Anderson & Johnson, 2006, p. 3).

As revealed in section 2.4.3, most DL research in HE has focussed on formal not informal leaders. My research aims to fill this gap by investigating the perspectives of this latter group at DUU: the school champions. I knew at the outset of my research, *when* most were appointed (between mid-2008 and mid-2009), but was unaware *how* they were selected. This chapter presents a complex picture of how selection and induction occurred and the implications of these processes. My choice of the idiom 'horses for courses' for the chapter title alludes to the main findings: that it is important to (i) choose suitable people for particular activities, as they all have different skills; and (ii) adequately prepare them to commence the role they are to undertake—in this case, that of school champion. As the school champions were intended to be the 'bottom up' distributed leaders of the project, their selection was a key element in the success or otherwise of the CRA project in their respective schools. Hence the length of this chapter and its importance to my critical examination of the implementation of a DL model at DUU. First I analyse the various selection processes through the perspectives of the four groups of actors: the school champions, the Associate Deans, two members of the ADU and the nominees of the DVC. Then I analyse the induction of the school champions from their point of view and that of the co-head of the ADU, Narelle, draw out practical implications, and summarise the key findings of the chapter.

5.1 SELECTION MECHANISMS, METAPHORS AND INFLUENCES

The guidance for those making the selection of school champions, typically the Heads of School, was the following wording from the implementation plan:

... each school can nominate a ... staff member to facilitate implementation within the school ... [who] is familiar with the needs of that school and has credibility [from] working within the relevant discipline. The school champion will be an experienced academic [who] has implemented or is in the process of implementing CRA into their own units [subjects] (Baker, 2008, p. 3).

As I did not interview the Heads, I could not corroborate whether they used this information or how they made their selection. There was no other job description or key performance indicators (KPIs) to

help the selectors make a decision or to guide those academics who wished to self-nominate. Those who did self-select revealed in their interviews that they did not see the above paragraph, but were told about the role by their Heads. In my interview with Narelle Baker, co-head of the ADU and author of the implementation plan,²² she explained that selection did 'not necessarily [have to be] those who were experts in assessment, but who were interested in assessment and willing to learn; [who] were seen as teaching and learning leaders; [and] who could act as a conduit between an implementation team based in the ADU and the staff in the faculty'. This is at odds with her guidance for selection in the implementation plan at the start of this section. Perhaps Narelle was acknowledging that she knew there would be few school champions with the necessary assessment expertise, and that this guidance was an unattainable ideal. Possible implications of this include: mixed messages about selection requirements being given to Heads, leading to inconsistency in how they chose school champions; and subsequent wide variation in school champions' effectiveness. Analysis of responses from the school champions to the question 'how were you selected by your school' revealed three themes: mechanisms, metaphors for selection strategies, and influences (see Table 5.1 below). Two different mechanisms were identified: selection by formal leaders and self-selection. I discuss these separately and then follow with discussion of the other two themes: metaphors and influences. Metaphors were used by those who were selected by formal leaders, but metaphors were not used by those who self-selected. Hence I have not analysed this latter group's responses by metaphor.

Table 5.1: Frequency of themes in response to the question 'how were you selected'

THEME	SUBTHEME	FREQUENCY
1. Mechanisms		27
	Selection by formal leader/s	
	• nominated by HoS or Associate Dean	18
	• positional appointment by Associate Dean	1
	Self-selection	8
2. Metaphors for selection strategies by formal leaders		6
	• going into it cold; out of the blue	2
	• last one standing; short straw	2
	• tapped on the shoulder	1
	• thrown into it (as the newest staff member)	1
3. Influences		20
	• \$3,000 incentive	8
	• interested in teaching and learning	12

²² I have referenced the implementation under this pseudonym in the reference list.

5.1.1 Mechanisms: selection by formal leaders

The most common mechanism was selection by formal leaders, resulting in 19/27 (70%) of the school champions selected predominately by the Heads with one, Simon, a positional appointment by the Dean of the faculty. Simon was employed as a full-time faculty champion on recommendation from the Associate Dean who did not think the existing five school champions were making much progress. The strategies used by the Heads, as identified by the school champions, are summarised in Table B.1 (see Appendix B) with representative quotes from the school champions. These strategies are classified into two: 'ask' or 'don't ask', with the former involving some level of consultation. The 'ask' or consultative strategies had six types from talking personally to the targeted academic and providing reasons for selection, to a whole-of-staff personal approach, although this latter one was rare. The 'don't ask' or non-consultative strategies had five main types with different types within two of these: a total of 10 types. The total number of types across the two strategies of 'ask' and 'don't ask' was 16. Fourteen of these were openly directed to a particular academic, with the Heads telling the academic they were the school champion. This may have been a way for the Heads to save time rather than: hold staff meetings to discuss the new policy; decide on an approach to implementation; and hope someone would volunteer to act as school champion. Only one instance of this approach was mentioned, and it appears from his participant's (Patrick's) comments, that his HoS had already selected him—refer to example 1(i). This means in reality that 15/16 strategies were targeted at particular people.

1. Ask

While I have used the 'ask' label in Table B.1, the nature of these consultations varied from collegial in a staff meeting with joint decision-making on the way forward, for example 1(i) Patrick, to the personal touch by the HoS in approaching the chosen person, for example 1(ii) Ivan, (iii) Freya, and (iv) Riley. Rhetorical analysis (see 4.5.3) of the five examples in this category reveal acceptance of the role without rancour, possibly indicating that asking was an effective strategy. Two analysed examples follow to illustrate this interpretation.

1.1 Ask the 'last one standing'

Riley makes a logical appeal (see 4.5.3.2) to the interviewer by relating various facts to as to why she had some time available for the project and others did not. She used repetition of '*only*' throughout to emphasise the metaphor of '*last one standing*'; that is, 'I was the *only* person ... I don't think there was anybody ... I was one of the *only* people'. She laughed twice during her answer and stated that for the HoS 'it was *just* a strategic decision' to arguably gain the interviewer's acceptance that she held no umbrage about her appointment (emphasis added).

1.2 *Ask but give no reasons*

Katrina primarily uses pathetic appeals (see 4.5.3.2) involving sarcasm with repetition of '*just tapped*' and '*tapped*', very abrupt delivery, plus laughter interpreted as an attempt to invoke amusement and sympathy in the interviewer for how she was selected (emphasis added). This comedic performance gave the impression she was trivialising the process, but she balanced that with a detailed sentence about the need for school champions, followed by her acceptance of the role. However, she did not offer evidence for her selection, such as her numerous Vice-Chancellor's awards for teaching. I knew Katrina well, and most exchanges with her about academe were contrasts between comedy and seriousness.

2. **Don't ask**

In the 'don't ask' group in Table B.1, there were five different types, numbered 2A to 2E.

2A. *Give the role to a very junior academic A or inexperienced academic B*

Rhetorical analysis of the three examples under this type (Allan, Kara and Yatim) reveals very different responses (see 4.5.3.2). Allan and Kara both laughed during their responses to this question while Yatim did not. Kara used logical appeals incorporating factual information to explain that her selection illustrated how the HoS exerted power to tightly control the CRA agenda. Kara emphasised this with the following comments: '*the way she wanted it done*', '*very particular idea about how*', '*very heavy-handed*'; 'people were told "[it] will be *part of your performance management*". Rather than feeling controlled, she alluded with laughter to the career enhancing possibilities the HoS had afforded her as an academic A, who was '*brand new and did not know any better*', as '*a very strategic choice to have me*' (emphasis added). This example of Kara's selection is completely at odds with the requirement in the implementation plan that Heads select 'experienced' academics as school champions, and reveals a stark discrepancy between the ideal and the reality of the selection of the school champions.

Allan, however, was not sure why he was chosen, expressing doubts with repetition of '*I think*'. He guesses that he may have been given the role because he did not have enough to do as a reasonably new academic ('*perceived imbalance of responsibilities distributed throughout the school*') but laughs it off. He also incorrectly assumed he was being given power and responsibility, neither of which applied to the school champion role. Of the three academics in this category Yatim was the least experienced, having never taught. He makes an emotional appeal (see 4.5.3.2) to the interviewer to feel sympathetic towards his plight and shock at his treatment by the HoS: '*a strange process*', '*passed it to me*' (repeated); '*as the newest staff member*'; '*I don't think I saw any of his notes*'. The illogical choice of Yatim illustrated the pressure his HoS was under to quickly dispose of the school champion

role, and the low value he placed on it (emphasis added). Both Allan and Yatim were subjected to expedient decisions by their Heads, rather than fair or just ones.

2B. Give the role to an experienced academic B or C

This type of selection strategy resulted in four school champions being appointed: Pauline, Brian, Teresa and David. Of these, only Teresa expressed no rancour, rather an expectation she would be selected. In the quote below, she makes logical and ethical appeals to the interviewer, citing as evidence: her '*strong interest* in anything to do with teaching'; her leadership skills in the eyes of the HoS ('as one of the senior learning and teaching *leaders*'); and her past roles as an *organiser*. She summarises: 'my *history* was good'. Her appeals were to convince the interviewer that she was the most credible choice for school champion based on knowledge and experience. The appeals were further enhanced by reference to an influential colleague, other than the HoS, who had 'spoken to the HoS' about her (emphasis added). In Chapter 8, I apply the conceptual framework to Teresa's case as an example of a school champion with collegial and referent powers (see 8.4.2).

In contrast to Teresa, Pauline used mostly pathetic appeals which centred on the HoS's style and her emotional reactions to it: '*if you were sensible, you did not object ... [as he could be] pretty vindictive*'; '[with] a new HoS [processes are] more transparent, mostly'. She expressed 'a *kind of cynicism, but not completely*' at the (previous) HoS not acknowledging that 'I've got *stuff to offer* here ... commitment [to CRA] ... because of my background'. This implied that he did not select her based on evidence and would not accept 'no' for an answer, hence her 'hint of a kind of *cynicism*', which she attempted to soften by adding 'not completely' (emphasis added). Pauline was very guarded in answering this question, as is evidenced by the deliberate toning down of her language and occasional laughter. Even though the HoS she was talking about had died several years before the interview, she did not want to be too disrespectful of his selection strategy. In Brian's interview, his tone of voice in answer to this question was one of strong annoyance and no laughter, even years after the event. He used predominantly ethical appeals to convince the interviewer that the HoS was unethical in the way he selected Brian: he '*did not know* what to do with it'; 'I was *just sent* an email and *told* to go to this meeting *thing*'; [not taking into consideration that] 'I was *right in the middle of a whole range of other stuff*' (completing a PhD thesis; chairing the school teaching and learning committee) (emphasis added).

Similar to Pauline's reply above, David laughed at the abrupt way he was informed that '*you are going to do it, congratulations*', thus inviting the interviewer to laugh with him at the absurdity of it. He used mostly ethical appeals to illustrate, as in Brian's answer above, that the process was unethical, as illustrated by the following: '*just* got a letter ... it *just* told me'; '*hadn't heard* anything about CRA roll out'; '*don't really know why* I was chosen'. David makes a pathetic appeal to the interviewer to gain sympathy by expressing puzzlement and emphasising 'really': '*I have to admit it*

really to this day ... I still don't really know why I was chosen'. Two years before he was interviewed, David was awarded a DUU Vice-Chancellor's award for his teaching, plus an Australian Learning and Teaching Citation for Outstanding Contributions to Student Learning. Yet he was seeking, *'to this day'*, HoS acknowledgement that he was chosen as a school champion because he was doing 'a good job' as a teacher within the school (emphasis added).

2C. Give the role to a part-time academic on another campus not teaching in the school

Holly's interview was very emotional for her as she revisited her time as the school champion. She was allocated to a very small school campus near campus 2, even though she worked part-time on campus 1 in an unrelated discipline. This appeared to be an irrational decision by the HoS of the campus 1 school, who was not the HoS of the campus 2 school where there was a director instead. Holly makes all three appeals in this short answer to the question of selection.

I was selected by the HoS. I think that there was *a bit of politics involved* with it which will probably come out in subsequent questions. *I felt I was going into it cold*. It means the email I got, saying "You're the school champion, please go to this workshop." Not knowing anything about it, yeah. **Holly** (emphasis added)

Her logical appeal of *'a bit of politics'* dramatically understates what happened to her and she sidesteps it by saying it will 'probably come out in subsequent questions'. Similar to quotes from other school champions, she makes pathetic and ethical appeals for sympathy. In Chapter 8, I apply the conceptual framework to Holly's case. It was an example of an extreme or deviant one in which the school champion had no academic powers (see 8.4.2) in a challenging leadership context.

2D: Give the role to an academic C with inducements

Lionel was the only interviewed school champion where it appears that some sort of inducement was used to convince him to accept the school champion role. He makes a pathetic appeal to me to engender sympathy for being enticed to take on the role, albeit reluctantly. Laughing, he says he *'can't recall in what circumstances or how I came to be in the role'*, but then contradicts himself by saying evasively: *'I think "accept" would be probably an incorrect description'*. I know he had time formally allocated to the school champion role, yet he referred euphemistically to *'compromising negotiations'*. I worked intensively with Lionel helping him support staff in implementing CRA. He seemed collegial and friendly when we worked together, so I was taken aback with his almost non-answer to this question, giving me the impression he did not trust me and was protecting his school's reputation: *'I suspect there was something internal—something in it for me as to why I would have taken it on'* (emphasis added). He was contradicting himself to achieve this logical appeal and hence I found it unconvincing. Clearly he recalled that he did not accept the role until he was offered some sort of inducement. Interviews with two of the Associate Deans from Lionel's school did not mention

'compromising negotiations'. This omission may indicate that they did not want me to know details of his appointment, or that they did not consider these types of negotiations out of the ordinary.

2E: Give the role to an academic B as last chance to avoid dismissal

The last category did not arise from the interviews of the school champions, but from my own experience via personal communications from a HoS and Associate Dean. I decided it fitted in the table as an example of selecting school champions for reasons unrelated to implementing CRA. Rather, Blake and Rhiannon were given the roles as a last chance to provide evidence of successful performance; that is, supporting their schools in implementing CRA. Having worked with both, I found them to be ineffective in planning and organising workshops. Even with my considerable help, they were disorganised and had difficulty meeting timelines in terms of preparation. Blake gave the impression of being enthusiastic and engaged but would disappear from workshops and return just before they ended. Like Blake, Rhiannon was enthusiastic when interacting with me. However, she delegated most of her role to an administration officer who told me, while in tears, that she did not know what to do and was overworked. The choice of these dysfunctional academics as school champions was another instance of expedient decision by the Heads. The main implication was that the implementation of CRA in their respective schools did not proceed past a very introductory level.

In conclusion, school champions, predominantly, were not asked whether they wanted the role. Excluding Blake and Rhiannon's answers to the question of their selection, seven of the interviewees used laughter as a rhetorical device to convince the interviewer that they were laughing off the way they were chosen. This could imply an acceptance of 'the sometimes mysterious ways of university life' (Lombardi, 2013, p. xvi). Selection strategies varied widely, illustrating no consistency in reasons for appointment, and possibly indicating expedient decisions by the Heads trying to deal with their heavy workloads (see 5.1.4). For the most part, they selected academics with an interest in learning and teaching but not necessarily with any experience in CRA, and, to save time, they did not ask people to take on the role. Instead they told them, which led to a variety of reactions amongst those school champions ranging from grudging or amused acceptance, to laughter, annoyance, puzzlement, cynicism or distress. Thus the selection mechanisms used by the formal leaders resulted in a cohort of school champions (the distributive leaders), who did not share the attributes described in the implementation plan as being essential. These attributes were often ignored by the Heads for their own motives, such that selections were, for example: fast, expedient, politically-motivated, a way of demonstrating power, or a disciplinary action for dealing with underperforming academics.

5.1.2 Mechanisms: Self-selection

Eight school champions self-selected (8/27—29.6%) and offered to carry out the role for one of four motives (see the full dataset in Table B.2). Five had a personal agenda and one was being strategic on behalf of her school. Collectively, I have classified these six motives as opportunistic (three mentioned 'opportunity'). Rhetorical analysis reveals that Christopher, Margaret and Danielle made the most convincing appeals to the interviewer with extensive evidence to support their self-selection motives. Mostly they used logical appeals, justifying these in terms of the importance of CRA and their own interest in teaching and learning. Margaret also made a strong pathetic appeal to illustrate she was effectively a tall poppy, rising above the staff in her school: 'there are people who *put their hand up* and there are people who just *put their heads down and backsides up* and get on with developing their own academic career [emphasis added]'. She used a second analogy of 'hairy-chested' to invoke the image of the fierce male gorilla beating its chest to indicate strength and superiority, thus colourfully implying she was a strong candidate who would not be intimidated. Together, her two analogies also formed an ethical appeal to convince me, the interviewer, that she was the most credible person to be school champion, as she could deal with the resistance to CRA that she 'knew [she] was going to strike'. In Chapter 8, I apply the conceptual framework to Margaret's case as an example of an eventually effective school champion with all four academic powers, including borrowed positional power from her HoS (see 8.4.2).

For Christopher and Trisha, the role of school champion tied in fortuitously with their studies towards the Grad Cert (UL&T) and allowed them to put what they learned into practice as part of assessment requirements for the qualification. Both referred to the school champion role as 'an opportunity' for professional development. They were both making an ethical appeal by referring to the Grad Cert (UL&T) to demonstrate that they were credible candidates to be school champions. For Gareth, he 'raised it' (CRA and the school champion role) with his HoS to make himself more marketable (he refers to performance management first) and because of his interest in teaching and learning (mentioned second). Gareth's logical appeal was unconvincing to me, even though he stated his interest in teaching and learning a second time. He told me later in the interview that he put his school champion role on his CV after the official end of the implementation period.

Daniella also saw the school champion role 'as an opportunity' for her school, not for her personally. This opportunity was to obtain fully-funded ADU support for the school's agenda of course (program) renewal and development, thus saving the school money rather than the school having to buy in external expertise. Her motive for self-selection could therefore be interpreted as strategic as well as altruistic. In hindsight, she labelled herself as 'silly', which indicates she did not think through the possible ramifications of being school champion supporting campus 1 and 2 (where she was

based), as well as teaching part-time. The larger school on campus 1 did not appoint a school champion in the discipline, despite Daniella and co-head of the ADU, Narelle, asking the HoS to consider doing so. Daniella quickly decided against trying to support that campus. Like Danielle's, Ivan's motive appeared to be altruistic because he had been actively helping to improve his school's assessment practices long before the CRA project commenced. Hence his role was a continuation of what he was already doing, but with more time devoted to assessment in his school champion role.

In contrast with the motives of the other self-selected school champions, Elspeth's motive was that she wanted to be seen as 'the staff member who took charge', who was 'happy to do it' regardless of what the task was. She viewed the role as '*simply* a part of teaching'. In fact, the role was in addition to teaching, so her statement is puzzling. She classified the role as '*a discrete task* no different from the whole host of other jobs that I do', when in reality it was far more complex (emphasis added). Her logical appeals to me, the interviewer, were thus unconvincing, as they revealed she considered that implementing CRA in her school as being equivalent to 'sitting on a committee' or 'writing unit outlines'. As I had not worked with her, I don't know whether her impressions of the role were initial ones maintained throughout the project or were a revision of her first impressions.

5.1.3 Metaphors, influences and workload

5.1.3.1 School champions' metaphors for selection strategies used by formal leaders

School champions were not asked to suggest metaphors for the selection process; however, six did. These were listed as part of Table 5.1 and are reproduced in the excerpt below. The first metaphor (going into it cold; out of the blue) suggests that the academics who were selected had no warning—the appointment was completely unexpected and therefore unsettling. The second metaphor (last one standing; short straw) implies that the school champion thought they were chosen because there was apparently no-one else, not because they had particular attributes and knowledge useful for the role. The third metaphor (tapped on the shoulder) potentially has contradictory meanings. For example, it could mean that the person who is tapped is special and the tapping indicates selection personally by the tapper. Alternatively, the tapper is tapping to seek their attention to tell them 'you are it' without consultation (as in the children's game of tag or tiggy that involves chasing and attempting to touch or tag each other). The last metaphor (thrown into it) connotes the school champion's initial strong feelings of being out of their depth with no initial support when told they were the school champion.

All the metaphors share a common negative connotation—that the selection process for those academics was unacceptable because it did not involve consultation or negotiation, and appeared to be very hastily done. Four used identical sarcasm instead of metaphors; that is, 'as if I don't have enough to do'. This sarcastic statement implied that being selected as the school champion added to an already

heavy workload. It could also be interpreted to mean that those who selected them were either not aware of the academic's workload or were adding the school champion role irrespective of their existing workload. Some interviewees laughed or sighed while uttering the metaphors or sarcasms, possibly implying their acceptance that the situation would not change because that was the way their Heads operated. A broader perspective suggests the emergence of a systemic issue about the lack of congruence in the way the DL model was interpreted, implemented and supported by the Heads.

Excerpt from Table 5.1
(Frequency of themes in response to the question 'how were you selected')

Metaphors	Frequency
going into it cold; out of the blue	2
last one standing; short straw	2
tapped on the shoulder	1
thrown into it (as the newest staff member)	1
	6

5.1.3.2 Influences: extrinsic and intrinsic

The two main influences mentioned for taking on the role were the extrinsic reward of the \$3,000 research fund offered by DUU to each school champion ($8/26 = 31\%$) and/or the intrinsic reward of complementing their interest in teaching and learning ($12/26 = 46\%$).²³ Some of these overlap, with interviewees stating both as influences. See Table B.3 for the full dataset.

(i) \$3,000 research fund

According to the implementation plan, the money was to 'be used to support professional learning, conference attendance or other scholarly activities' and was to be 'paid directly to the champion' (Baker, 2008, p. 4). This was to avoid the money becoming part of school funds. However, this happened in a few cases, much to the recipients' annoyance. While fewer than a third said the \$3,000 was an influence, data from the ADU project officer who managed these funds show that, of the 26 school champions I interviewed, *only six did not take up some of the funding*—indicating 77% did. Amounts they accessed varied from \$500 to \$3,000. Perhaps in their respective schools they did not want to openly acknowledge that they were accessing these funds in case that caused some resentment amongst staff they were trying to support. The \$3,000 research fund was variously referred to by the school champions as 'the carrot', 'a reward', 'a cash bribe', 'the incentive', 'giv[ing] it [the role of school champion] some kudos', 'made it very attractive'. Gareth said he did not do it for the money, yet he applied for and received the full amount, saying he was not able to use it because the school claimed it. I have no way of verifying this latter claim.

²³ In this part of the data, I am not including Simon (positional appointment).

There were no KPIs that the school champions had to meet, so there was little evidence, other than anecdotal, upon which to base awarding funds over each of the original three years of the project (which were extended to four). The average given was \$1,289.40. The allocation of funds was inconsistent, with some receiving the full amount in the first year despite little evidence of effectiveness as school champions. Co-head of the ADU, Narelle, concedes, in hindsight, this serious flaw in not tying achievement of KPIs to the management and distribution of the \$3,000 research funds. For example, \$2,500 was given to each of the two 'last chance' school champions who achieved very little, yet other effective school champions were so busy in their roles they did not apply for the funds even after numerous reminders. Despite these problems, the \$3,000 research fund *was an influence* on the majority of school champions, indicating it achieved its purpose, whether as an incentive or to enhance the status of the role in their eyes.

(ii) Interested in teaching and learning

As mentioned above, 12 school champions stated an interest in teaching and learning. Three of these were self-selected. Two (Trisha and Karen) mentioned the subjects they were doing in the Grad Cert (UL&T) as enhancing this interest. The remaining nine 'imagined', 'guessed', or 'worked out' that it was their interest and/or reputation in teaching and learning and/or improving assessment practices that led them to being selected by the Heads. Blake, however, did not know that the school champion role was given to him by the HoS as part of a range of 'last chance' strategies. He seems to hint that he had an inkling of this when he says, laughing, *'I suppose that there might've been other reasons why I was selected [emphasis added]'*. Because most school champions were chosen by the Heads, it appears from the interview data that the Heads, for the most part, were aware of the staff in their respective schools who were 'interested' in teaching and learning. One of the 'desirables' guiding selection of school champions in the implementation plan was that they should already be implementing CRA or had experience in another university. Laudable as this was, it was unable to be met by *most* teaching staff at DUU at the time. All except two champions (one school and one faculty champion) therefore had the difficult role of championing something they knew little about. To the credit of many of them, they rose to the challenge and, with the support of the ADU, managed to support CRA implementation in various ways.

5.1.3.3 Workload of most of the school champions

As noted in section 3.1.4, the demographic data for many school champions showed that they, as informal leaders, were expected to support multiple campuses and many staff with no allocated time to do so. These difficulties are similar to findings from a large study of 134 formal leadership roles in Australian universities, by Scott et al. (2008). The study revealed the challenges and 'complexity of communication and coordination across multi-campus sites' which made it difficult to 'establish

productive working relationships with colleagues' (2008, p. 4). The challenges would have been greater for the majority of these school champions than for the Heads, as most of the school champions were not in formal roles or in senior positions, hence lacking the authority that Heads could wield. Three school champions referred to their own busy schedules and having to take on this new role. These comments mirror what was occurring in the UK at the time where there was 'a perception of academics on the receiving end of a seemingly endless set of initiatives' (Bryman & Lilley, 2009, p. 336).

There are so many moving deadlines and in the university, many things are important. Some are important this month, some are important next month, some are important in a year's time. *We always need to juggle all those things.* **Elsbeth** (emphasis added)

So I think I was probably a bit annoyed at the time because it was *right in the middle of a whole range of other stuff* going on. I think I missed the first meeting [induction of school champions]. **Brian** (emphasis added)

It [the role of school champion] just seems to be a way for the university to get people to do things for nothing and that's increasingly the case now as they have *removed service as being any kind of a criterion for promotion* or even for validating your workload. So, it's even more hollow than it was then. So I found it a problem. **Margaret** (emphasis added)

In a workload study (teaching and research) conducted in two business faculties in two different mid-tier Australian universities, Dobeles, Rundle-Thiele and Kopanidis found that the junior academics 'carried the teaching load [in terms of number of courses coordinated and the number of student taught]' ... leaving them 'with less time to develop their research capabilities' (2014, p. 464). This situation posed a dilemma for many school champions, the majority of whom were academic B, because they—as described by Holtham—'tacitly accepted a greater, but often institutionally unrecognised, workload', and research in HE pedagogy is not characteristically valued as highly (2005, p. 3). The CRA project added to the school champions' workload, and since it was about teaching and assessment and not research, it had a possible negative impact on potential promotion prospects as it reduced the time they could devote to research (see 2.1.2).

5.1.4 Perceptions of the influence of Heads' workload

Except for faculty champion Simon and the eight who self-selected, the majority of school champions had been chosen by the Heads. Because the DUU senior management team was impatient for implementation of CRA to commence as soon as possible after the CRA policy and implementation plan had been approved, pressure was on each HoS to appoint a suitable school champion quickly. As Table B.1 illustrates, a range of strategies were used and these were not all related to the school champion's skills in teaching and learning. Because of time pressures, the Heads had to make fast and expedient judgments, and in some cases, dragoon a school champion. The

selection was critical to how well CRA implementation was supported in each school. I explore this important factor in section 8.1 with the application of a conceptual framework to five vignettes of school champions.

Two school champions acknowledged the workload the Heads were under when making these selections.

... you pick someone (to be school champion) who is not a HoS [because] *Heads get buried in this stuff* [new policies and institutional change]. **Patrick** (emphasis added)

'the *HoS had too many things to do*. **Yatim** (emphasis added)

From the interviews with the school champions, there are only three references to the Heads being closely involved with implementation and working with their respective school champions. The first two examples below show a collegial approach, while the third illustrates the power the HoS had over the new academic A. This latter example also reveals close monitoring of the school champion by this HoS, which I later found out was because of the nature of the staff the female HoS managed—mainly older male academics who were set in their ways and the inexperience of the young female school champion. In all three instances the school champions valued having a very supportive HoS who, like Kara's, could apply the compliance stick ('You will include CRA in your unit') in performance management meetings if necessary. In these three schools, implementation was reasonably thorough and consistently done, according to the evidence the three school champions gave me. Because these three school champions had positive experiences with their supportive HoS, they may have favourably influenced their perceptions of the DL model and the efficacy of their roles as distributive leaders. I investigate this in Chapter 8.

Examples of Heads working closely with their school champion

Example 1: Margaret—academic B

I thought initially I was going to have to do it all—that it would be a constant campaign to sell it to my colleagues. Fortunately, around that time, a new HoS came on board. To me she was able to understand fairly easily and I think she thought she could get an easy win out of it. So, she was very helpful to me and she could see [the] massive workload and basically, she appointed people to do it at each year level. So we had ... pairs of colleagues doing each year level, the first year, second year, third year, and graduate.

Example 2: Trisha—academic B

The HoS, with you [Moir] and me were working on CRA for our first year unit, so were both actively involved in that, and kind of led the way for the rest of the school.

Example 3: Kara—academic A

[By selecting me] ... she [the HoS] saw me as a way of getting the CRA agenda out into the school the way she wanted it done. If she had gone with someone in a higher position than me, she probably would've had less influence on how it could have run ...and she had a very particular idea about how this was going to be rolled out in the school ... it was very heavy-handed from her

perspective. [In] performance management meetings ... people were told, 'You will include criterion-referenced assessment in your unit'. And I don't think that she would have [found] another academic to support doing that. But because I was brand new and did not know any better, I was fine to say that. So I think it was a very strategic choice to have me<laughs>.

5.1.4.1 Workload of Heads and organisational change: Examples from the literature

As noted earlier, one of my findings was that for the majority of the school champions, their selection appeared to be accomplished very quickly by the Heads with little or no collegial consultation. Yet the leaders interviewed by Scott, Coates and Anderson maintained that 'managing staff and developing policy and planning [are] a major focus of their work' (2008, p. 6). Perhaps in the case of DUU, making fast decisions about selection in an expedient manner is 'managing staff' and a practical way of coping with demands to implement policies. Other studies support my findings of expedient and quick decisions by the Heads. For example, Middlehurst reported on the importance of the Heads in the current HE climate 'where leadership is one of constant negotiation between competing choices, priorities and interests' (2008, p. 336). Stigmar (2008), an educational developer in a Växjö University in Sweden working with six university departments, stated that, especially in the initial phases of increasing staff awareness of a change program, it was important that the Heads were supportive and committed.

This balancing act suggests that 'they do perhaps experience [complex challenges] in more intense and explicit ways than other managers, as they have to 'manage both up and down' (Scott et al., 2008, p.1). While this group of leaders have been found to be '*critical to change efforts in higher education*' [they] are often the forgotten middle leaders ... their learning for leadership is done on-the-job and mostly ad hoc; and it was a challenge for them to '*find the time to think about change strategies* and ... implement these [emphasis added]' (Scott et al., 2008, p. 1, 11). In Bryman's summary report on the effectiveness of HE leaders at departmental and institutional level (that is, in formal roles) in the UK, he identified 'clear indications from the literature review and interviews *on what leaders should not do* [emphasis added]' (2007, p. 27). Two of these 'indications' are relevant to my study and to my comments about the Heads' selection processes: 'failing to consult' and 'actions that undermine collegiality' (Bryman, 2007, p. 27).

The main limitation of Bryman's research is that the 24 senior researchers in leadership in HE whom he interviewed were commenting about leadership in their own environments; that is, *how other leaders operated*. Hence, they were not reflecting on their own leadership per se. In a later paper on the same research, Bryman and Lilley (2009) reveal much more detail. They admit that the interviewees' reflections were unexceptional, clichéd, self-serving and even banal, which may have been because of their familiarity with their own institutions, and 'their scepticism ... towards those who might seek to lead or manage them' (2009, p. 342). They referred to the interviewees as 'confident and

individualistic cats' with 'self-serving motives' that 'remind us of the difficulties likely to be faced by those who seek to lead in HE' (2009, p. 344). I would add that perhaps the interviewees were also being protective of their institutions and their own reputations.

As stated previously in the methodology (see Chapter 4), a limitation of my study is that I did not interview the Heads at DUU. Thus I have no data on the scope and complexity of their individual roles or their particular contexts, and therefore must limit my analysis to those informed by the interviews I did carry out. Scott, Coates and Anderson (2008) asked Heads to provide an analogy that best described their role—the most popular were 'herding cats' and 'juggling'. These analogies 'reflect the *demanding scope and complexity of the Head of School role* [emphasis added]' (Scott et al., 2008, p. 13) and possibly account for the use of expedient selection processes for school champions at DUU that were less than thorough or consultative. In the next section I analyse the Associate Deans' perspectives on the selection of the school champions. Each Associate Dean oversaw a number of schools but had no line management responsibilities—their main role was a conduit of policies from Senate to faculties.

5.1.5 Associate Deans' perspectives

According to the CRA implementation plan (see 3.1.2), the Associate Deans were to play a key role in overseeing the work of the school champions. As well, according to my interview with nominee of the DVC (Joseph, Chair of Senate at the time), the Associate Deans and the Heads knew about the CRA policy and had been part of deliberations at Senate, before the policy was finally approved. He told me that 'when [he] first became Chair of Senate, we had 107 members of Senate. Not everybody turned up. Typically, when we would get between 65 and 75 turn-up, we [would] get 85 in discussion of the budget'. I therefore assumed that the Associate Deans had been closely involved in the decision to implement CRA, knew what CRA was all about and what role they were to play in its implementation. I expected they would have a comprehensive understanding of how their school champions had been selected; what had or had not been achieved in their respective schools; and to what extent CRA had been implemented in their faculties. I had these assumptions in my mind during the interviews with the Associate Deans, and all later proved incorrect.

An important contextual factor that needs to be taken into account, arose in interviews with the Associate Deans. Most of these formal leaders took more of an interest in the schools they originated from, and only a superficial interest in what was happening in the other schools in their respective faculties. Repeatedly they would tell me that they knew more about what was happening in 'their school' than any of the others. In nearly all cases, they did not know what their other schools were doing or how they chose their school champions. While this finding restricts the level of

triangulation with the data from the school champions' interviews, it does not detract from the value of the Associate Deans' perspectives on the phenomenon of DL at DUU.

5.1.5.1 Associate Deans' perspectives

Tables 5.2 and 5.3 show a summary of the Associate Deans' perspectives in terms of mechanisms, influences and selection strategies. These data align strongly with the data from the school champions (see Tables 5.1 and B.1) in that they highlight the role of the Heads (six comments), with the predominant strategy of 'don't ask' (five comments). The Associate Deans' data in these tables differ by revealing the Heads making decisions *in conjunction with others* ('nominated by Heads & others' in Table 5.2), namely Associate Deans and/or the faculty learning and teaching committee (three comments). Only one Associate Dean, James, referred to self-selecting school champions, saying that '*selection as a whole was an ad hoc process* in his faculty [emphasis added]'. The Associate Dean of the largest faculty, John, referred to the selection of some school champions being 'devolved' to him, even though the Heads had done the selecting. This indicated that the power of the Heads in his faculty outranked that of the Associate Deans, which Associate Dean Phillip also indicated when he said he played no part in selection as it was done by the Heads. John explained that at the faculty learning and teaching committee (FLTC, which had representatives from each school (not necessarily the Heads), he circulated the call for nominations, asking those present 'can you discuss this with your Heads ... [and] come back with whom you think is suitable'. No other Associate Dean referred to the involvement of their FLTC in the process, which may have been an oversight or the matter bypassed their FLTC.

... the school champions were *first identified and offered positions* formally—that was done *by the Heads* and there was no faculty involvement. Why is that? Well, the faculty has been traditionally one where the Heads *have significant amount of power* ... they've been given their own budgets; they have pretty much run their own individual shows with very little accountability. And so when there was the call for nominating school champions, that was done by the Heads ... [and] they often devolved that responsibility to an Associate Dean. **John** (emphasis added)

Table 5.2: Frequency of themes in response to the question about school champion selection

THEME	SUBTHEME	FREQUENCY
1. Mechanisms		
	A. selection by formal leaders	10
	• nominated by HoS	6
	• nominated by HoS and others	3
	• positional appointment	1
	B. self-selection	1
	C. ad hoc process	1
	D. don't know or forgotten	3
2. Influences		8
	• seniority, experience and respect within the discipline	3
	• interested in teaching and learning	3
	• personality	2

In contrast, in another large faculty *the Associate Dean, James, in my experience, seemed to hold more power than the Heads*. This was probably because of his longevity at the university and the very high regard in which he was held, which I can confirm having worked with him. James was therefore very influential in the selection of many of the faculty's school champions. He confirmed that Margaret had self-selected, while also acknowledging the power of the Heads by stating that 'nothing gets done in the schools without at least the support or the delegation of the Heads'. Table 5.3 lists the selection strategies that I inferred were used by the Heads, based on my analysis of the Associate Deans' interviews. Note there are the same two main categories of 'ask' and 'don't ask' as in Table B.1 from the school champions' interviews.

However, in Table 5.3 there are fewer types under each of the two categories. One key difference is that Table B.1 refers to 'giving the role to an academic C with inducements', while in Table 5.3 this is reframed as giving the role to 'the right personality'. Associate Dean Tonya explained that school champion, Lionel, was selected by a committee because he had '*the right personality*', whereas the previous Associate Dean, Giovanni, explained that he alone had selected Lionel. He stated that this was because Lionel had sufficient '*seniority and experience to be school champion*' but the *bigger factor* was who he was as a person, which is similar to what Tonya believed (emphasis added). Neither of these reasons relate to what Lionel told me—that he was offered 'inducements' to take on the role. This offer perhaps reflected the challenges they thought Lionel would face in his school in terms of CRA implementation.

Table 5.3: Selection strategies used by Heads

STRATEGY	REPRESENTATIVE QUOTES FROM ASSOCIATE DEANS (EMPHASIS ADDED)
(1) Ask: consultation	
(i) expression of interest	Geoff: I was a HoS at that time that this was happening. <i>I called for expressions of interest</i> and both of those people I regarded as fitting the bill. That is, they had a strong commitment to teaching and learning, and I was lucky that <i>I did not have to tap someone on the shoulder</i> .
(2) Don't ask	
(i) give the role to an experienced academic B or C'	James: It tended to be quite unified here [in my school], partly because I think that that was a visionary thing that [the HoS] did. He's good at delegating, and he said to Brian, "You do it." [The Head of another school] was exactly the same. He just accepted that Pauline did that sort of thing and did it best.
(iv) give the role to the 'right personality'—this is strategy 2D in Table B.1	Tonya: It was a process of consultation amongst senior members of staff: Giovanni [previous Assoc Dean], the HoS and maybe the Associate Dean (Research). We all thought that Lionel would be the <i>right personality</i> to carry it off. So we approached him basically and he consented.
(ii) give the role to an academic based on workload rather than expertise	Paige: I suspect that in practice ... the Heads had to make a decision based on <i>workload</i> rather than the expertise of the people.
(iii) give the role to an academic B as last chance to avoid dismissal—this is strategy 2E in Table B.1	John: The appointment of Rhiannon* was very problematic and that was because [she] certainly had a gap in [her] overall job portfolio so [she] had time ... [to] allocate to that particular role [because she] was teaching-intensive. * note that John did not refer to the school champion by name in the interview but he prefaced his remarks saying this is confidential, assuming I knew to whom he was referring since he named the school. He then listed all his criticisms of Rhiannon's performance in the role.

Unfortunately, three Associate Deans either did not know or could not remember how school champions were selected. However, considering their workloads, I was impressed by what they could recall several years after the end of the project. A major difference in these perspectives compared to those of the school champions is the influences that the Associate Deans identified: seniority, experience and respect within the discipline; interest in teaching and learning; and personality (see Table B.4 for full representative quotes for each category). Importantly, three thought that 'seniority, experience and respect within the discipline' were important in determining their selection. Yet, as Tables 5.1 and B.1 show, possession of these attributes did not influence the appointment of many school champions, most of whom were academic A or B. Paige's extended quote in Table B.4 reveals an idealised vision for the role of school champion as being possibly an empowering one for a junior academic (which she identifies as academic B, but the label of junior includes academic A). She saw the role as one that could develop them professionally and help them in their careers, as long as

powerful senior academics did not undermine them. I explore this notion of whether or not the school champions had power, and were therefore able to be considered as the distributive leaders they were intended to be in Chapter 8.

5.1.5.2 Workload of Associate Deans' and organisational change: Examples from the literature

Similarly to the HoS role, that of the Associate Dean is a formal leadership role that involves a heavy workload, except without the positional power. In a recent study of 16 Associate Deans from four universities in the UK, Floyd and Preston state the growing complexity and importance of this middle leadership role: that is 'largely strategic as opposed to operational', providing a 'link between the academic voice and the ever-changing demands ... on faculties' (2013, p. 1). In their Australian study of university leaders that included Heads and Associate Deans (among others), Scott, Coates and Anderson found that the Associate Dean has to be 'particularly deft at leading through influence' because they have less direct authority or control compared to the Heads (2008, p. 55). The Associate Deans in this same study ranked 'managing change first as an influence on their daily work, with reviewing teaching activities as third' (2008, p. 63).

In a benchmarking project (January 2010-November 2010) carried out with DUU, and two other Australian universities, one of the findings for DUU was that the: 'Associate Deans lacked time and resources to drive quality improvement projects' (Booth, 2013, p. 5). This finding was during the CRA implementation period. It reinforces the impression I gained from their interviews that they were overwhelmed with things to do, and had very little interaction with the school champions. Some, as mentioned above, did influence the selection of school champions in some of their schools, which aligns with the literature referred to in this section.

5.1.6 ADU perspectives

I did not ask either Narelle or Stephanie a direct question about the selection of school champions, as I was seeking their perspectives in terms of their roles in the ADU and in the CRA project. Both expressed opinions about the selection even though, as academic developers, they did not work with the school champions as I did.

5.1.6.1 Co-head of the ADU

Narelle gave an overview of the selection of the school champions referring to some schools being quick and others slow in choosing or having someone self-select. She acknowledged that two schools 'did not respond at all through the process ... so that was a bit disappointing'. She explained the various strategies she used to convince schools to have school champions and implement CRA, for example, speaking to Heads individually and addressing school meetings.

*It did require me to get on the phone to some Heads and do some talking about the importance of [selection]. I think the response from the ones [who] ... did not have a champion were: 'Oh, we already do that', and that their version [of CRA] and my version might not quite be the same. [There] were also issues with some schools not really being convinced that what we were trying to do was the right thing. [That is why] it was necessary for me, and for you, Moira, to go in and speak to schools, particularly in the early stages, to talk through some of those fears with them. I ... remember *four reasonably intense school meetings* that I attended, going through what this was all about and what the expectations would be of the academics and what help we could be given. [There was] a lot of the *concern was around standards slipping* [but] ... that's quite an easy one to defend. Fairly low down in the list [of concerns] was [whether] 'this is gonna take a lot of time and effort on behalf of my academics'. **Narelle** (emphasis added)*

Narelle was aware of the issues related to how the school champions were selected. This was because I had kept her informed during the project, as my line manager, about my interactions with most of them, expressing my concerns, with evidence, when I considered some were unsuitable. However, as the quotes above illustrate, her primary concern was that implementation commence with school champions in place and that the schools take charge of that under direction from the Heads. As explained in the introduction to section 5.1, she envisioned that the school champions 'act as a conduit between the implementation team [in the ADU] and the staff in the faculty', which contradicted her advice on selection in the implementation plan. However, she may have clarified her intentions when talking to Heads and school meetings by removing the necessity that school champions be experts in assessment.

5.1.6.2 Coordinator of the Grad Cert (UL&T)

In her role as coordinator, Stephanie had the responsibility for ensuring that academic staff new to the university were taught about CRA and how to implement it. While she had little interaction with the school champions, she was able to comment about the start of implementation: 'there did not seem to be very much time between Senate approving it and then okay, off you go, next phase, start rolling it out. *So it seemed to be quite rushed* [emphasis added]'. This comment supports the fact that a month after Senate approved the policy and implementation plan I had been appointed but not yet commenced at DUU, and 23 school champions had attended an induction session with Narelle on campus 1. The fact that 23 school champions had been appointed in less than a month illustrates how quickly the Heads had made their decisions and some school champions had self-selected. This was an impressively prompt response considering that, at the time, there were 36 schools. However, Stephanie expressed concerns about the selection of the school champions:

*... unlike us [that is, academic developers in the ADU], the *champions did not have skills and experience in working with other academics in implementing change*, so it must have been a much harder task for them, working in those difficult circumstances. **Stephanie** (emphasis added)*

5.1.7 Nominees of the DVC perspectives

Because I did not ask a direct question about selection of the school champions, the responses from the nominees tended to combine a number of perspectives about the whole project, from which I discerned their opinions about selection. In the quote below, Joseph (Chair of Senate at the time) listed four features he considered important:

...choosing the right [school] champions or the champions who've got *commitment* and ... who have the *social networks* as well as the *expertise* and *coordination*. It's about all of those things and I don't think that we can say that one is more important than the other. They're all important.

Joseph (emphasis added)

Seniority, experience, respect within the discipline, interest in teaching and learning, and personality were mentioned in Table 5.2 by the Associate Deans, but commitment, social networks and coordination were not. Neither nominee specifically mentioned teaching and learning experience as influencing selection, but Joseph may have implied that in his use of 'expertise'. Referring to selecting school champions, Gordon (PVC) remarked that 'a practical difficulty was getting, identifying people [who] were going to really *run the gauntlet* and bring it in and *the workload* for everyone involved in it' [emphasis added]. This 'practical difficulty' is reflected in the multiple selection strategies used by formal leaders (predominantly the Heads) in Table B.1. The negative idiom, 'run the gauntlet' is the antithesis of academic collegiality. According to the *Oxford Dictionary of Idioms*, it means that the school champions, according to Gordon, had to 'go through an intimidating or dangerous crowd, place, or experience in order to reach goal' (Siefring, 2006, p.121).²⁴

I did ask a specific question about the rationale for the \$3,000 incentive offered to the school champions. Both said they were not involved in the decision to offer the money, yet I know that Joseph would have led discussion of the implementation plan with the Senate members. This plan referred to the \$3,000 incentive specifically in the budget section and Senate had to recommend the plan to Council for approval. Joseph explained that Senate did 'talk broadly about the [overall] support being provided or time released ... but it wouldn't get down to extra dollars being available [as an incentive for the school champions]'. According to author of the plan co-head of the ADU, Narelle, the plan was given cursory examination and no questions were asked of her about it, which concurs with Joseph's comment about not checking details. Joseph did not know the rationale behind the funding, only referring to it as a reward, whereas Gordon was more cynical, with his comments reflecting some

²⁴The etymology of this idiom is even more brutal as it is based on the old-fashioned military meaning of run the gauntlet, which is to punish a soldier by forcing him to run between two lines of men who hit him as he goes by them.

(<http://idioms.thefreedictionary.com/run+the+gauntlet>. Retrieved July 3, 2015).

of the metaphors used by the school champions in Table 5.1. His use of 'token of appreciation', 'tokenistic', 'negative effect', and 'resentful', mirror some of the school champions' comments.

I'd heard about it [the \$3,000 incentive] when I became PVC.²⁵ It was *an acknowledgment* that there was a lot of work involved in it and it was *a token of appreciation* for the extra work that would be involved. It was really as an incentive to ensure that the champions were rewarded in some way, albeit *a little bit tokenistic*. I can't remember now, whether it was there to attract them, but the sort of people you would've attracted, I don't think would've needed an incentive like that. So it was with the right motives, but I actually think in some ways, it *can have a bit of a negative effect*. If you give somebody \$3,000 and it takes them 600 hours or 900 hours or whatever and they start to work out how much an hour they're getting for it, they'd probably be a bit *resentful*. You're probably better off in some ways giving nothing. <laughs> I don't mean that nastily. **Gordon** (emphasis added)

When asked whether DUU had offered this type of incentive in the past he said: 'Not to my knowledge, no, [and] not since actually' (in his ten years at DUU or any other university). This funding incentive therefore appeared to be a unique feature of the plan. Once the school champions had been appointed, most went through some sort of induction. In section 5.2, I analyse what the school champions thought of their induction into their role.

5.2 INDUCTION OF SCHOOL CHAMPIONS

Initial support from the ADU for the school champions (who were to be the distributive leaders) comprised: (i) an introductory generic workshop by Narelle on campuses 1 and 2 for those school champions who could attend (there were no school champions appointed for the satellite campuses or the interstate campus); (ii) an introductory discipline-specific workshop for all the relevant school champions in that area—(e.g. I ran the one for the sciences); and (iii) one-on-one induction by me for those champions who were unable to attend either of the initial workshops. Some school champions missed all offerings of these initial workshops. In the extended quote from Narelle below, she outlined why the school champions needed a 'bit of induction' and a 'bit of assistance in leadership'.

... I thought that we needed to have the people in the schools who could be that *conduit of information*. Find out what the support there was available, ... what support the people in the school needed and *help connect the [ADU] with the faculty*. I thought that was going to be a key role. Also, I saw the champions as *advocates* for the system. [They] needed to *have a bit of induction*, first of all into CRA so they needed to up-skill themselves so they understood what we were talking about. Also they *needed a bit of assistance in leadership* and how that might work ... I mean the kind of *influencing element of leadership*—whom they should need to talk to and how and, also what resources were available to backup what they were doing. **Narelle**, co-head of the ADU (emphasis added)

²⁵ Gordon was not on Senate at the time the implementation plan was discussed and endorsed. The previous PVC was.

At the introductory generic workshop the school champions who attended were informed by Narelle, as she said in her above quote, that they were to be a 'conduit' between the ADU and their schools. That is, they did not have to be experts in CRA but were to be supportive and promote the policy to colleagues by, for example: providing information from the ADU, referring them to the ADU assessment website (once it was online); and liaising with the ADU (predominately me) to conduct discipline-specific activities based on what their schools' priorities were. The latter strategy would serve as ongoing induction into CRA. Table 5.4 reveals the themes from school champions' responses to the question 'how were you inducted and was this sufficient to commence your role?'. Note that some of the numbers do not add up to 27 (the number interviewed). For example, under the heading 'induction by ADU staff', some school champions attended more than one type of induction. The most common induction was from the ADU with 17 (63%) recalling the introductory generic workshop. However, these data are not very reliable as six could not recall. ADU records show that 23 attended. Only three (Ivan, Kara and Simon) had any prior understanding of CRA. In terms of their induction being insufficient, there were no overall patterns in the responses, for example: Max and Gareth said there was not enough helpful documentation and training; Allan said his was a quick briefing from the HoS because he missed the ADU's induction; David thought that he'd been 'thrown in the deep end'; while Katrina commented that no induction would have been sufficient:

There's a lot of things we did not know until we did it [CRA]. So it'll be pretty hard to induct when you don't even know how it's going to go. I mean, it was pretty clear to me right at the start that it's a bit of an experimental path [DL] that we're on and we can encounter stuff that you couldn't really predict. **Katrina**, school champion

Table 5.4: Frequency of themes related to induction of school champions

HOW WERE YOU INDUCTED AND WAS THIS SUFFICIENT TO COMMENCE YOUR ROLE: THEMES	FREQUENCY
1. Induction by ADU staff	
• Types	
– introductory generic workshop	17
– was doing ELT501 or other subjects in the Grad Cert	3
– discipline specific workshop	3
– sought one-on-one help	8
	31
• Opinion of induction	
– insufficient	9
– sufficient	9

HOW WERE YOU INDUCTED AND WAS THIS SUFFICIENT TO COMMENCE YOUR ROLE: THEMES	FREQUENCY
2. Informal induction	
• Types	
– contacted another champion	1
– DUU annual teaching conference	1
– Meetings with Head of School	4
	6
3. No induction, did not contact ADU	
• already had some CRA background	2
• no induction or cannot recall	6
	8

Opinions about the induction were provided by two-thirds of interviewees and ranked equally as insufficient or sufficient to start in the role. Co-head of the ADU, Narelle, acknowledged the introductory generic workshop as insufficient induction. She stated in her interview that to have taken all the school champions off-line (away from their teaching and research) for a thorough induction over multiple days or weeks would have been too difficult and expensive. Her vision of the school champions forming a community of practice was not realised. In my scan of 21 universities (see 2.5) 12 (57%) inducted or trained their change agents and DUU was one of those. Except for one university, the induction was rudimentary (see Table A.3). According to Day, 'without a proper investment in individual preparation [for leadership, there is] the risk of placing people in challenging developmental situations that are too far over their heads' (2001, p. 605). Organisational change initiatives have a high failure rate of nearly 70% in most studies, which Kezar argues 'should be a caution for change agents and have them consider that they need greater advice and insight', and as well, they should 'have a host of strategies and tools at their disposal' (2014, p. xvi, xv).

Rather than extensive inductions which universities can ill afford, Stephanie, academic developer and coordinator of the Grad Cert (UL&T) refers to the necessity to have more academic developers with expertise to initially prepare the school champions more thoroughly.

You know the old adage, 'Spend time to save time'. I think more time and more resources that is, more Moiras needed to go into helping people [the school champions] understand what ... they're actually engaging in *at the beginning*, and *doing that basic groundwork* and get that firmly embedded. **Stephanie**

5.3 DISCUSSION AND PRACTICAL IMPLICATIONS

5.3.1 Discussion

There is a dearth of literature about how universities select and induct people to act as change agents for teaching and learning change initiatives. The data analysis in the sections above, together with my scan of 21 universities in Table A.2, helps to fill this gap (see 2.5.2.4). It revealed various mechanisms were used to select change agents (typically by the Heads), ranging from: appointing those already in positions of responsibility; to the use of detailed selection criteria; to broad generalisations about requirements; to no details; and to asking change agents to self-select, which was in the minority. *The majority of the universities, including DUU, used broad generalisations and none had KPIs associated with the position.* This may be because the intention was to portray the temporary role (in most examples in my scan) as not too demanding and therefore not too onerous. However, the role was in addition to current workloads in most instances, not equated to an academic position and, in all except one case, not linked to promotion. Induction was carried out by nearly 60% of universities in the scan with the DUU school champions commenting that for them, their induction was insufficient or unmemorable.

Only one university in my scan recognised the role of the change agent through promotion processes. This was Glasgow Caledonian University, which had what might be considered to be three KPIs (although not identified as such), whereby two levels of change agents (scholar and associate) were required to: (i) develop a project proposal to be reviewed by international experts and the PVC (ii) use the allocated funds to work on projects in teams with the scholar helping the associate improve their research and writing skills; and (iii) publish the results of the project in a peer reviewed journal. If these KPIs were achieved, their career progression was enhanced. What was missing in the account was how the two levels of change agents were selected. At DUU, only one school champion (Trisha) had the CRA work she had done recognised for promotion to senior lecturer within the faculty of science and engineering. This was because one of the selection criteria required her to demonstrate she had carried out 'whole-of-school change' with the academic staff.

These two examples are supported by findings from a large study by Bexley, James and Arkoudis who found that 88% of their 5,525 academic respondents from 20 Australian universities 'believe that teaching should be rewarded in promotion, but only 31 per cent believe it currently is' (2011, p. xii). This is supported by an earlier and larger study by Diamond and Adam (2004) in which 50,000 American academics from 150 institutions were surveyed about reward structures for involvement in developing new courses (programs). The study revealed that despite the rhetoric about involvement in course development being recognised for promotion, it was not matched by the reality.

A clear trend through my analysis of the selection and induction of school champions from their perspectives is workload issues, part of which is now being termed 'initiative fatigue' (see 2.1.2). This is when:

faculty ... feel overwhelmed by and sometimes conflicted about the number of improvement efforts to which institutional leaders and external authorities are asking them to devote time and effort ... [by being] asked to incorporate a string of new approaches in *rapid succession* [which they may not see as personally relevant to their work] [emphasis added] (Kuh & Hutchings, 2015, p. 184).

As Kuh and Hutchings explain, faculty are not necessarily doubting the value of the initiatives, 'but when good ideas come too fast, or do not seem to be functionally connected with one another or larger institutional goals, the result can be pessimism and underlying anxiety' [about how to meet all these within the timelines] (2015, p. 184). In response to the question about induction, some school champions expressed feelings of anxiety about being underprepared for the role. These feelings can lead to academics being reluctant to take on new tasks associated with other initiatives in the future, which can be interpreted as a coping mechanism rather than resistance (Kuh & Hutchings, 2015, p. 185).

The notion of initiative fatigue partially explains the expedient decision-making of the Heads when selecting the school champions; the inability of the Associate Deans to keep up with all the initiatives they were meant to support; as well as the fact that most of the school champions did not self-select— instead they had to take on the role under instruction from the Heads on top of everything else. This workload issue was a key finding from the Bexley, James and Arkoudis study (referred to above) where fewer than one third of respondents thought their workload was manageable, and just under half thought it unmanageable (2011, p. xi).

5.3.2 Practical implications

Three possible solutions for universities to reduce staff initiative fatigue and therefore workload, and formally acknowledge the role of change agents are advocated by Kuh and Hutchings (2015):

- hold a one-year moratorium on new initiatives which would give a break to the small number of faculty who are typically recruited to lead them— this solution could allow more time to induct staff into existing initiatives and prepare them for leadership roles such as school champion
- develop of a set of principles to guide choice and the bundling of related initiatives to reduce their number and create some synergy

- establish a reward system that adequately recognises such activities.

At DUU, various efforts were made to help Heads and Associate Deans and other members of Senate understand what CRA was about, so that they did not feel coerced into agreeing to make it policy, according to my interview with nominee of the DVC (and Chair of the Senate, Joseph). These efforts included conducting retreats, having interstate guest speakers on CRA, plus submissions from Narelle (Co-head of the ADU). Despite these efforts by Senate, many members did not attend and claimed to me they knew nothing about CRA (e.g. Associate Deans). Narelle contacted the Heads individually to try to convince them to actively support the policy. When Heads and Associate Deans can opt out of policy implementation with no repercussions from senior management, it does not bode well for the implementation of future learning and teaching initiatives. As well as direct intervention by senior management, perhaps actively supporting implementation of initiatives should be tied to promotion for Heads and Associate Deans, plus involving them in setting KPIs for future change agents with the help of the ADU so they may take more interest in the projects.

In terms of improving recruitment strategies of the school champions, more time should have been allocated, rather than two months following Senate's approval of the CRA policy. This would have allowed for more consideration by the Heads, using a set of KPIs and knowledge of the potential candidate's academic powers (positional, collegial, expert, referent), and possibly have resulted in a group of school champions who would have been more effective. As well, promotion should have been offered to those school champions who achieved most of the KPIs to the required standard. Tied to this, the academic developer with CRA expertise should have been appointed and commenced months earlier to support the Heads in developing KPIs; to help the Co-Head with induction of school champions over a period of months; and to set up the website with resources.

For the induction of the school champions to be more thorough, they needed to have had allocated time and well thought out resources available (other than the hastily compiled booklet given to them). Plus they needed me (or someone with my skills) to have been appointed earlier before implementation officially commenced. Ideally the school champions should have been taught the principles of effective unit and course design, how to construct learning outcomes that align across year levels and develop assessment criteria from those outcomes. They also needed to learn about authentic assessment design that could lead to their students achieving the learning outcomes. Depending on the unit and the assessment tasks, the school champions needed help to construct functional rubrics (criteria sheets) to help them judge the level of achievement reached by their students. The induction should also have involved me helping them to carry out these procedures on their units so that they had a least one example revised using CRA principles before they started working with their schools. Those academics who completed the Grad Cert (L&T) learned and applied these skills, but the majority of the school champions had not done this certificate. Most school

champions learned the above skills while working with me during implementation with staff from their school—not an ideal situation, although it resulted in much useful collegial exchange and a sense of learning together.

As well as induction into CRA, the school champions should have had advice, for example, from Heads and the Co-Head of the ADU, Narelle, on what their role as distributive leaders would involve. That is, how they might influence staff in their school and effectively manage political interactions, by applying one or more academic powers when most have no positional power (see Chapter 8). This could have been done with role playing plus real examples from the presenters.

5.4 SUMMARY

In terms of the analogy I used as the title of this chapter, not all the horses (school champions) would be able to cope with all the courses (contexts) they were allocated to or self-selected for. There were a number of reasons that emerged to support this finding. There were wide disparities in the selection of the school champions and their allocation to academic staff and campuses. The majority were selected by the Heads who used 'ask' or 'don't ask' strategies, with the result that school champions, predominantly, were not asked whether they wanted the role. The \$3000 research fund offered to the school champions *did have an influence* on their decision to take on the role, because most took some or all of the money, although not all of those who did acknowledged this action in their interviews. Most of those who were selected or who self-selected had an interest in teaching and learning. Just over half of the selections (including self-nominations) were done very soon after the CRA policy and implementation plan had been approved by Senate, and the Heads had much more influence on the selection than the Associate Deans. Induction for most school champions was a one-off two-hour session run by the co-head of the ADU, Narelle, because there was insufficient time or funding for a more thorough approach. Those who became active school champions learned 'on the job' with help from me mostly, while those doing the Grad Cert (UL&T) sought help from coordinator Stephanie from the ADU. Together with the demographic data (see 3.1.4), the selection and induction of the school champions reveal a contextual complexity that emerged as critical in: the examination of DL at DUU; the formulation of recommendations; and the suggestions for further research.

6. RESULTS AND DISCUSSION: DO LABELS MATTER WHEN IMPLEMENTING CHANGE?

6.0 INTRODUCTION

Organisational change literature is littered with labels for those who instigate, support, resist, or implement change (see 2.6). Absent is research into the perspectives of those who are given these labels. The research in this chapter fills this gap by revealing the impact of a label (school champion)—how those labelled felt about it and how their peers reacted to it. The school champion label was devised by the DUU Assessment Working Party (AWP). Associate Dean Paula, who chaired the committee, acknowledged the label's confusing status while explaining the rationale behind it.

[The label] was meant as a verb really, as somebody who will pick up the [project] and run with it, but I think there was a bit of confusion amongst some people who thought 'well I'm championing it, it meant I'm expected to already know it all'. I guess, there's that question of could [there] have been a better word? ... we [in the AWP] were thinking about what's the best way of getting this [CRA project] 'owned' by the faculties and the schools rather than just being imposed by a university committee. We knew that we had to have coal- face academics involved with implementing it. I do remember a discussion about what do we call these people? Do we call them leaders or facilitators or what do we call them? I can't remember the exact process that lead to the choice of that word, [but] I think there was a certain amount of scepticism about what a champion should be and whether the word was the right word. It was clearly at that time being used as a bit of a *buzz word* to describe people with particular interests or expertise in an area. So *I think it fitted in with the discourse at that time.* **Paula** (emphasis added)

Unfortunately, my analysis of the data indicates that this was not communicated effectively to the other Associate Deans or the school champions before the project was implemented. Two groups of interviewees were asked about the label: the school champions and the Associate Deans. The other groups were not asked as they had no contact with the school champions. The school champions were asked: 'How did you feel about being called the school champion?' The Associate Deans were asked: 'In your opinion, was the title school champion the right one?'

6.1 QUALITATIVE DATA RESULTS AND ANALYSIS: SCHOOL CHAMPIONS

Before I could analyse the school champions' interview data for this question only, I had to eliminate Simon (senior teaching fellow) as he was, in effect, a faculty champion helping school champions and staff. Hence the question about the label did not apply to him. Two school champions did not answer the question reducing the dataset further to 24. As explained in section 4.4.2, the method of using the coded themes as the units of analysis has the advantage of leading to a more

nuanced analysis of the data. It also results in the total number of responses coded to themes, not equating to the number of respondents.

6.1.1 Mixed messages: High and low status—from heroic to juvenile

The results of thematic analysis in Table 6.1 reveal two themes around which responses were polarised. First the label or identity badge gave mixed messages—simultaneously one of high and low status (24 responses). Secondly, it was evaluated as being something that either mattered to the school champions personally and/or in the way others perceived their role, or did not (32 versus 13 responses). The predominant message connoted by the label was of the hero (20 responses) who demonstrated sporting prowess and won medals, and/or led the charge to champion the cause (in this case, CRA). This message gave the label an inflated, grandiose, or undeserved high status. In contrast, there were four comments referring to primary or secondary school sports, thus giving the label a low or juvenile status. Representative quotes illustrating the themes are presented in Table B.5 (Appendix B).

Table 6.1: Themes in response to question about the label school champion from school champions

THEME	SUBTHEME	FREQUENCY
1. Label gave mixed messages		24
	high status—undeserved	20
	– championing a cause or medal sports winner - 'leading the charge' - the hero	16
	– tall poppy	4
	low status—juvenile	4
2. Evaluation of label		
	labels matter	32
	– <i>unsuitable label</i> : dismissive or disparaging comments by school champions	12
	– <i>treatment by peers changed</i> : teased, ridiculed, feelings of discomfort, embarrassed, made fun of—some serious and some light hearted, acronym—poor choice	9
	– <i>label okay</i> as it refers to a designated job	2
	– <i>suggestions</i> for better more professional label to suit HE	9
	labels don't matter—just a label	13

6.1.2 The label and the identity badge concept

Three categories of responses—related to the identity badge concept outlined in the literature review (see 2.6.4.1)—emerged using rhetorical analysis. Examples of these categories are presented below with representative analysed quotes.

1. The label is renounced as an identity badge because:

(i) it is not part of the academic's culture and is childish

Well ... I'm Canadian and 'champion' is not a term that comes into the Canadian culture as much. I think it's something you see in schools and things like that with more of British background. So, maybe it's my lack of familiarity with it that has more to do with that than anything else. Made me think of Harry Potter actually. <Laughs> ... the school champions in the fourth book ... doing the Tri-Wizard Tournament. **Max**.

Max declares a lack of familiarity with the term school champion by making a logical appeal that comprises two types of evidence. He reiterates that his background is Canadian even though he had been at DUU for many years, and references British primary schools and a popular children's book as possible sources for the term. By distancing himself from the DUU context culturally, and, with laughter, drawing an allusion to champions as young wizards he invites me, the interviewer, to laugh with him at the absurdity of the term in the HE context.

(ii) it implies a fake identity of the knowledgeable hero

The actual term itself I have to admit, I thought as a little bit ridiculous. <laughs> I suppose I had this vision of some heroic sticker brandishing a sword and leading the charge. <laughs> But I suppose over time I could see the reason why the name perhaps was selected—that we were supposed to be championing or promoting CRA within our School ... I have to say that when I was originally appointed, I admit I knew relatively little about CRA ... so it was a bit farcical that I was supposed to be championing something that I knew relatively little about. **David**

David uses laughter as an emotional appeal together with the analogy of the fantasy heroic sticker from the online game *Warcraft*, to convince the interviewer that the label was not only absurd but implied he was a fake. He explains his appointment as a school champion defied logic and was a sham (i.e. farcical), because of his lack of knowledge of CRA, thus confirming his initial view that it was a fake identity.

(iii) it implies a fake identity of the respected and valued professional

I don't like the term. It's a little bit kind of public school and ... it just seems to be a way for the university to get people to do things for nothing and that's increasingly the case now as they have removed service as being any kind of a criterion for promotion or even for validating your workload. So, it's even more hollow [term] than it was then. So I found it a problem. I found that it attracted some ridicule from colleagues ... but it might have been easier, if I had something [a label] ... that might have encouraged them to be more respectful in what I was trying to do. **Margaret**

Margaret chose certain word combinations and ethical, logical and pathetic appeals to convince the interviewer that the way DUU treated those in the school champion role was consistent with roles unrelated to promotions. For her, the label was false or hollow. While it implied an identity of the respected and valued professional, in reality it was empty of real value because there was no acknowledgement or credit—it counted for nothing. Colleagues recognised this fake identity, subjecting her to ridicule and lack of respect. Her tone is doubtful ('it might have been easier') that a different label would have altered their treatment of her.

2. The label is embraced as an identity badge because it requires demonstration of leadership.

I didn't mind being called the school champion but it was something that ... people kind of laughed and joked about it a bit. I think it's a bit of a tall poppy syndrome where people are still a little awkward at the 'champion' part of the title. I think generally the cohort of school champions are a little embarrassed by the word 'champion'. I think people feel embarrassed to be seen as being that. As though they are positioning themselves as being more advanced than others in some way. That's funny that. I think it's a cultural thing ... we have it throughout Australasia that kind of tall poppy syndrome where people may ... be asked to show leadership. Acquiring that kind of term [champion] or using it [to refer to themselves] tends to embarrass people. I think that part of the tall poppy syndrome you know, [is] that people who aren't one [a tall poppy] will mock them more. **Karen**

Karen embraced the label and wore it with pride. She 'didn't mind' it and saw herself as a tall poppy. Her logical and factual evidence, with repetition of words such as 'awkward, embarrassed' and the metaphor of the 'tall poppy' were used to convince the interviewer that it was part of Australian culture to mock someone who is asked to show leadership, and for those designated as tall poppies to feel embarrassed and awkward. She was mocked about the label and the role by her peers, then attributed their behaviour to the fact they were not tall poppies; that is, she implied they were jealous of her elevation to school champion.

3. The label is irrelevant to the identity badge concept.

There was no stigma [in my school] associated with [school] champion. On reflection, [school] champion is just that—a label. This was a job that needed to be done and I was selected. I'm pretty thick and immune to those things anyway. I could have been called a 'banana' and I don't think it would have changed the perception of the staff relating to the activity. In any context, in any organisation, they cook up a name to somebody who's doing a particular specialised job at a time and put a title on it. It doesn't worry me because the more institutions you work in, you'll find that they've all got different names for things and at the end of the day, the name just designates an activity. **Don**

Don uses a variety of rhetoric strategies, for example, humourous word play ('I'm pretty thick and immune') and hyperbole ('I could have been called a banana'), to exaggerate and ridicule the label school champion. His evocative language has an emotional appeal but appears to express contrary positions. For example, he uses the analogy of 'cooked up' to imply job titles are not thoroughly considered, yet dismisses the role of school champion as 'just' designating an activity, and therefore

irrelevant to the identity badge concept. As an identity badge, the label was renounced by 15 school champions, embraced by four and considered irrelevant by five—convincing evidence that labels do matter to them.

6.1.3 Suggestions for an alternative label

There were nine suggestions for an alternative label and none incorporated champion. Two of these kept 'school', indicating their identity was closely tied to their school. In the scan of 21 university projects (see 2.5.2.4), six used a label incorporating champion, yet school champions' interview data indicate that champion is *not preferred*. Two suggested labels referencing the project—for example, CRA implementation leader or CRA coordinator—while six suggested 'more neutral, bland or impersonal' labels that did not identify the project—such as coordinator, facilitator, staff or school resource, school representative, guide, project officer. In summary, school champions' interview data convincingly show that labels that send mixed messages lead to a variety of consequences depending on how the school champions and the other academic staff regard and react to the identity badge. These mixed messages have the potential to affect the outcomes of the very change the organisation is trying to implement.

6.2 QUALITATIVE DATA RESULTS AND ANALYSIS: ASSOCIATE DEANS

6.2.1 Mixed messages: High and low status—from heroic to juvenile

The themes in Table 6.2 (below) were almost identical to those of the school champions (see Table 6.1). Half of the responses referred to the heroic high status connotation and three to its low status, while none referred to the 'tall poppy'—indicating that the label mattered.

Table 6.2: Themes in response to question about the label school champion from Associate Deans

THEME	SUBTHEME	FREQUENCY
1. Label gave mixed messages		8
	high status	
	– championing a cause or medal winner—the hero	4
	– confusion about meaning	1
	low status —juvenile	3
2. Evaluation of label		
	labels matter	8
	– <i>unsuitable label</i> —dismissive comments	3
	– <i>label okay</i>	3
	– suggestions for better more professional label to suit HE	2
	labels don't matter	2

6.2.2 The label and the identity badge concept

As with the rhetorical analysis of the school champions' interviews, the same three categories of responses—related to the identity badge concept—emerged from the Associate Deans' interviews. Examples of these are analysed below.

1. The label is renounced as an identity badge because it is immature.

It almost sounds immature ... in some ways, immature, as well as almost a sporting analogy—this idea of a champion. I wouldn't have used that terminology ... it's like you're the winner. It carries certain baggage, as it were. No, I'm not convinced there is [any good point about the label]. Imagine putting it on your CV—that I was a school champion. It sounds like something that you would actually have said, on your CV when you were in primary school or high school to get some sort of honour or scholarship. It doesn't sound like something that you could put on an academic CV. **Giovanni**

Giovanni uses repetition of 'immature' for emphasis and negative words ('baggage', 'not convinced', 'doesn't'), to logically reiterate his renouncing of the label. He makes an emotional appeal directly to the interviewer ('imagine putting it on your CV'), repeating CV three times to justify how important his claim is. By using these strategies, he invites me to share his disdain for the label and its unsuitability for academe.

2. The label is superficially embraced as an identity badge because it requires demonstration of leadership.

The notion of a champion is a funny one, I have to say. But the more that I reflected on it, the more that I thought it was a good one because it gave that person a status. That is, they are a person who is championing this sort of process. And it was also kind of cute in the way that we would then jive Max about being a champ and [say to him], "Hi, champ! How you goin'?" So ... no-one had any doubt that Max was the school champion. **Geoff**

Geoff said that he eventually embraced the label ('the more I reflected on it') as conferring leadership status to Max. Geoff's logical but unconvincing appeal to the interviewer was that, by encouraging

staff ('we') to 'jive' (tease or cajole) him, Max's champion status was informally acknowledged. Geoff's playful mocking of the label ('kind of cute') downgraded its status rather than supported it. Max, as noted earlier, renounced the identity badge.

3. The label is irrelevant to the identity badge concept.

I don't think the title [label] had much bearing in terms of the outcome. So, for me, you could have called them pretty much anything you wanted. I don't see that it would have negative connotations. I actually quite liked the idea of the champion—this person is embedded in the grass roots activity and they can be an advocate for this. So that is a preferable role than somebody who's going to be a CRA compliance officer or regulator. It would have been very different but not a big deal for me in terms of the title. **John**

John's logical appeal was based on his opinion that the label would have had no affect ('bearing' or 'negative consequences') on the outcome (i.e. implementation of CRA). He repeats 'for me' for emphasis indicating that he is only considering the label in terms of effects on his role, concluding it was 'not a big deal for me'. John dismisses the label as an identity badge saying that 'you could have called them pretty much anything you wanted'. As an identity badge the label was renounced by four, embraced by two and considered irrelevant by two.

6.2.3 Suggestions for an alternative label

There were two suggestions for a label, none of which incorporated champion, school or CRA. One suggested coordinator and the other felt the label should take account of the 'collegiate atmosphere of academe [but] not give it status'. One Associate Dean concluded by saying 'no-one can come up with a good title ... nor a good description'.

6.3 DISCUSSION AND IMPLICATIONS

6.3.1 Creating a label for HE change agents

My findings reveal that the impact of a label—how those labelled felt about it and how their peers reacted to it—has been neglected in the literature and underestimated. The creation of the label school champion at DUU was more one of happenstance than design—created under time pressures and borrowed from management discourse because champion was a management 'buzz' word at the time. The result was an unfamiliar and non-neutral 'package' (Havelock & Zlotolow, 1995). Analysis of the *Academy of Management Journal* revealed that champion and change agent were equally prevalent at that time, indicating that change agent could just as easily have been chosen (see 2.6.3). Most of the interviewees' responses, in the absence of a role description, were that school champion gave mixed messages, predominantly one of the high status hero. For some, this meaning was the

antithesis of collegiality in academe (Bacon, 2014; Kligyte & Barrie, 2011), setting them up to be leaders above others without commensurate change in salary, promotional prospects, or time allocated to the role in most cases. Regardless of whether the label was considered as having high or low status, it was personally and professionally unacceptable to the majority, caused unintended consequences, and did not suit academe. There were only 11 suggestions for an alternative label, illustrating how difficult the task was.

The irony of the label's heroic message is that it gave the school champions an 'identity badge' (Grant et al., 2014) not of their choosing. Rhetorical analysis of all interviews revealed that responses to the identity badge were on a continuum from renounced to embraced to irrelevant, with the majority of interviewees (19) renouncing it. Only six embraced the label and seven considered it irrelevant. This research convincingly reveals that *labels do matter* in HE. While they will never be completely neutral or uniformly understood, it is essential that, before project implementation, they are thoroughly examined as potentially unsuitable identity badges that could inadvertently disempower or disaffect. Thus this choice has implications extending well beyond uncritical adoption of the latest management discourse buzz word as a label in an attempt to appear current in the field of organisational change.

6.3.2 Implications for label creation for HE

Further research is needed to determine whether the culture of the individual schools influenced how their champions reacted to the badge and were treated by staff. In conclusion, this research has the potential to sensitise HE institutions to these possible negative consequences by informing the following implications for label creation (refer to Figure 6.1). This research has been published in *Studies in Higher Education* (Cordiner et al., 2016).

<p>Labels should be:</p> <ol style="list-style-type: none"> 1.chosen carefully to: <ul style="list-style-type: none"> • avoid mixed messages by exploring both literal and metaphoric interpretations to ensure the identity badge suits academe • be as neutral as possible to minimise the potential to cause emotional or professional harm • be sensitive to discipline contexts • imply neither high nor low status (i.e. by avoiding words such as champion) 2.quality assured by trialling with potential change agents before use so that the identity badge is embraced rather than renounced 3.precisely described and aligned with the project's purpose, and communicated clearly to all involved.

Figure 6.1: Implications for label creation

6.4 SUMMARY

This chapter investigated an issue that has not been explored in the HE literature —the labelling of academic change agents at the coalface of teaching, and its relationship to institutional change. The label of school champion, borrowed uncritically from the management discourse of 2008-9, proved problematic mainly because of its connotations of the hero or the juvenile sports champion from primary and secondary school. Interviewees found it challenging to suggest an alternative label that conferred a suitable identity badge acceptable to the collegial nature of academe. Recommendations were made about carefully choosing, quality assuring, describing and aligning the label to the project's purpose as well as communicating it to the relevant players in institutional change.

7. RESULTS AND DISCUSSION: ACHIEVING CHANGE WITH NOBODY IN CHARGE

Change processes that are disorderly often lead to order, and orderly change processes often lead to disorder ... Being open to ambiguity and a nonlinear process is important for institutional leaders and change agents. (Kezar, 2001, p. 133)

7.0 INTRODUCTION

The title of this chapter is drawn from a study of distributed change agency in three UK hospitals treating acute cancer (Buchanan, Addicott, Fitzgerald, Ferlie & Baeza, 2007). Similar to the situation of universities, UK hospitals are subjected to league tables and rankings, and hence a focus on improving quality. Only one hospital in the study, Grange, successfully implemented improved prostate cancer services using 'a large and shifting cast of *formal and informal change agents* [emphasis added]' without management plans, defined roles or structures—*achieving change with a distributed model* that 'emerged spontaneously' with 'nobody in charge' (2007, p. 1067, 1083). According to the authors, it was 'a deviant case' with no formal project management; no project plan; and a snowballing effect as people became involved to produce, 'not a smooth improvement, but step-wise' change to meet all of the externally-imposed standards for patient care (2007, p. 1070, 1078). In comparing the three hospitals in their study, the authors allude to a different culture at Grange where there were structural differences and '*no shortage of change champions in key positions* [emphasis added]' who were 'allowed to get on with it', that is, they were autonomous (2007, p. 1084). Another reason for Grange's success was 'absence of distracting strategic initiatives' (2007, p. 1085), which is analogous to initiative fatigue in HE (see 2.1.2.2).

I have outlined the Grange case as it illustrates that a deviant case of DL can be successful, despite there being nobody in charge. The Grange example, while not HE, prompted me to consider the DL project at DUU in a different way rather than focussing on all the flaws; that is, in terms of what *was* achieved with nobody in charge, a flawed implementation plan, and many autonomous change agents (school champions). Figuratively, this chapter is the keystone or central supporting structure to my critique of DL at DUU in the next chapter. This chapter reveals that at DUU, nobody was in charge of managing implementation of CRA and/or ensuring compliance by schools and faculties; that is, meeting the timelines with the number of programs/courses and units that were to be revised according to CRA principles. As explained in section 3.1.2.1, an implementation plan devised by the co-head of the ADU, Narelle, was an overview of the project and the actors involved. In her interview she told me it was her 'first attempt at a university-wide project', admitting that the school

champions' line managers (the Heads) were inadvertently omitted. This 'first attempt' indicated the more strategic role that the ADU was playing at DUU, which was similar to what was happening in other countries at the time; that is, the scope of the work of ADUs was widening (Roxå & Mårtensson, 2008). Narelle was involved in 'developing [whole-of-university] strategies and writing policies' and becoming a 'political operator' (Gosling, 2009, p. 10,12). She had the difficult job of 'selling' the CRA policy, not only to Senate, but also to some individual Heads and various faculty learning and teaching committees. In the quote below, she revealed her main strategy for 'selling' the plan.

I think ... [DL] *was certainly in the back of my mind* as a powerful ... model. I didn't theorise the implementation plan. I wanted to get money. *I wanted ... a pragmatic plan to implement what we were doing ... to sell it in the least complex way* and that's what I did ... *in many ways this was easiest part* of the whole thing. It looked sensible, ... doable, [and not] over complicated. People could see where they fitted in. But [I didn't name the plan as DL] because *I wasn't trialling [DL]*.
Narelle (emphasis added)

In this chapter, I reveal that 'the least complex way' that Narelle referred to in her quote above, proved to be a disorderly process with nobody in charge. As well as analysing the process of implementation, I also provide quantitative data as evidence that much change was achieved, primarily by the ADU and many of the school champions. That is, that some order arose from the disorder, as noted in the opening quote about change processes in HE by Kezar (2001). This positive result seems to confirm the second part of Kezar's quote, when she advises 'institutional leaders and change agents' to be 'open to ambiguity and a nonlinear process' (2001) when implementing change.

7.1 ROLE OF THE ADU: RESPONSIBLE BUT NOT ACCOUNTABLE OR IN CHARGE

Critiquing the role of the ADU in the CRA project has been restricted primarily because of the ethical challenges of doing so objectively. As a researcher-participant I could not effectively and dispassionately, within the research design, explore and critique the role each academic developer played, including my own. Critiquing the role of the ADU would present me with a complex ethical dilemma. The Co-head of the ADU, Narelle, was my line manager during the project and originally primary supervisor for my PhD. My current primary supervisor, Stephanie, worked with me on the CRA project as Coordinator of the Grad Cert (L&T) and was also an academic developer. Hence my thesis is limited in its critique of the ADU's role as it was impossible for the three of us to be completely objective, plus we were all involved to varying extents with the school champions. An investigator, external to DUU, may have been able to explore more deeply the role of the ADU in supporting DL.

7.1.1 Power and influence

According to Debowski, 'the primary role of academic developers is to educate, *influence* [emphasis added] and enhance academic practice' (2011, p. 20). Enhancement is achieved when ADUs 'enable institutional change through, for example, developing policies, systems and processes that support the academic enterprise', and, depending on what the change initiative is, the ADU may be deemed responsible (Debowski, 2011, p. 22). Influence is a type of power. However, 'the extent of this power is determined, to a large extent, by the perception of the term, power, by the person at whom the power is directed' (Omisore & Nweke, 2014, p.166). Kezar observes that academics tend to be influenced more by referent power than by legitimate power and rewards, because it is based on trust and shared values with individuals whom academics identify as belonging to their scholarly community (2001, p. 68). Because an ADU does not have legitimate (or positional) power and cannot offer rewards such as promotions, that is it has no authority, then its academic developers have to rely on their skills of influence.

Omisore and Nweke (2014) distinguish between bases and sources of power because the differences have implications for the authority-influence contrast. For the co-head of the ADU, Narelle, to have successfully influenced Senate to have the CRA policy and implementation plan endorsed, her *base of power* was knowledge of CRA and DUU plus what universities in Australia and overseas were doing in terms of assessment reform. She did not have the other bases of power: coercive (physical threat); remunerative (control of resources and rewards)²⁶; or normative (control of symbolic rewards) (Omisore & Nweke, 2014, p.168). Not only did she need to have a base of power, but she also had to combine that base with one or more *sources of power*. Based on my experience working with Narelle, I consider her sources of power were: (a) personal characteristics (such as charisma, verbal skills, effectively arguing propositions); (b) expertise in her role; and (c) opportunity. James' quote below supports my experience of Narelle's power and therefore influence.

Geoff [Associate Dean who was HoS at the time] and Narelle gave an *absolutely fantastic* presentation [about CRA] to Senate in November [2007]—it was *just wonderful*. I was really, really impressed ... both of them, *passionate in an environment that was actually quite hostile*. Their presentation ... was *just absolutely spot on* given that there was so much norm-based assessment going on at that time ... The perspective they brought to Senate ... was actually *absolutely eye opening* for a lot of people. **James**, Associate Dean (emphasis added)

²⁶ While the \$3,000 available for the school champions could be considered a resource or reward for the school champions, Narelle did not have remunerative power to offer the money. She had to seek that from Senate who had the power to authorise it. She had to first make the case to Senate using her other powers.

However, she did not have the fourth and main type of power which was authority related to the office she held (Omisore & Nweke, 2014), as she explains below.

We're [the ADU] *not a compliance unit* ... at no stage did I ever want to be the person ultimately responsible for ensuring targets. Also I *don't have any line management*. So, even if I did want to be the police, which I absolutely don't, I don't have any line management. So there's *no way that I can actually enforce anything*. **Narelle**, co-head of the ADU (emphasis added)

Three of the four sources of power identified by Omisore and Nweke (2014) map to Kezar's (2014) three forms of academic power (see 2.4.3), that is: positional (= office); collegial (= personal); and referent (= expertise). The latter is not an exact mapping because the credibility implied by the term 'referent' is not solely based on knowledge, but includes 'eliciting deference in others' (Omisore & Nweke 2014, p. 167). Using Kezar's classification, Narelle had collegial and referent power as her sources to manipulate her knowledge power base, and thus influence Senate.

7.1.2 Caught in the middle

The DUU implementation plan does not state that the ADU would monitor or be responsible or accountable for implementation. The ADU's role was to support the implementation of CRA but it was not in charge; that is, it did not have the power to enforce compliance by faculties and schools. However, according to the Chair of the Senate, Joseph, in his quote below, the ADU was 'responsible and ultimately accountable for implementation'.

I don't think it would have succeeded without [the ADU] because everybody is busy ... *they* [the ADU] *have a group of people who ... can be responsible and ultimately accountable for implementation* and making sure that these initiatives are put in place ... If it was left just to the champions and the people in the schools and the Associate Deans, I think the effort would have been too diffuse [without] that focus and energy behind it because competing demands, the crowded agenda, the competition for time are just too intense. **Joseph**, nominee of the DVC and Chair of Senate (emphasis added)

He refers to a group in the ADU—this is the implementation team. I was one of those, and at no time was I told I was responsible and accountable for implementation. I made it clear to the academics I worked with that this was the case. In fact, it would have made our very collegial and productive meetings very awkward if I was seen as the responsible and accountable person. As an academic developer with no positional power and outside the faculty/school structure, I would be dismissed as a fraud if I presented myself to them as being accountable for their compliance. None of us in the ADU had the positional power to wave the stick of compliance—that was the role of the managers, in this case the Heads. This positioning of being outside the faculty structure and 'between management and the academic staff' with whom we worked, resulted in some power struggles for us as change agents in some schools—expressed by Hicks as 'caught in the middle' (2005, p. 175); by

Little and Green as 'betwixt and between' (2012, p. 2012); and by Stefani as 'balanced on a knife edge' (2011, p. x).

While not using the word 'accountability', the implementation plan indicates that it would rest with the Heads in the form of the following sentence: 'the PVC will pursue the issue of embedding indicators of successful implementation into the *Performance Plans of Deans and Heads* [emphasis added]' (Baker, 2008, p. 4). In a later sentence, it clearly states that 'at the conclusion of 2010, *each Head of School will report against the target for CRA implementation* [emphasis added]' (Baker, 2008, p. 5). I know that this did not occur because Narelle told me. Reporting was delayed to the end of semester one, 2011 and then postponed to the end of 2011. This indicated no top-down imperative from senior management to enforce adherence to the deadlines. Another possible reason that the deadlines lapsed and no whole-of-university reporting occurred at that time was that new senior managers were appointed—two Vice-Chancellors and a PVC (Learning and Teaching)—in early 2011 and they had different agendas, as Gordon's quote below indicates.

[the] new leadership... [are] *not interested at all in what happened before they got here ...* So right now, they wouldn't even know [about CRA] and they wouldn't care. *CRA is never asked [about]*. The new PVC ... [is] doing different things so it's never on the agenda. *It never came up at Senate so I just think it's yesterday's news.* **Gordon**, PVC (Learning and Teaching) (emphasis added)

Associate Dean John, confirmed Gordon's observations, indicating his frustration by repeating 'nobody cared [about CRA]'. The turnover of senior managers, therefore, has implications not only for the sustainability of institutional change, regardless of whether it is about teaching and learning, but also for ADUs that are not required to continue supporting implementation of change initiatives. In the case of DUU, CRA was not fully implemented by the end of 2011 (the end of my appointment), and by that stage the new senior management team had different visions for the university in terms of teaching and learning priorities. Three Associate Deans commented on this change. For example, Associate Dean Phillip expressed his frustration with the new senior management team, their lack of credibility and the consequential upheaval in 2011: 'I think that much of what we are going through at the moment is *the rule of the shiny bums* [emphasis added] who haven't taught for ages, and in some cases, they haven't researched for ages either'.

Ten school champions also expressed distress at the reduced emphasis on teaching and learning, the increased pressure to improve their research output, and the redundancies that were to occur because of the new senior management's radical changes. Academic developers Brew and Cahir (2014), express similar concerns about the abrupt ending of an eight-year project to foster research-enhanced teaching at an Australian university. They state that it was because of 'changes in senior personnel ... with new appointees not sharing the same vision' and 'changed national and institutional priorities' (Brew & Cahir, 2014, p. 346). In a report by the Council of Australian Directors of Academic Development (CADAD), they noted that because there is 'a great deal of variety in the

function of ADUs across Australia', this made it difficult for them to develop eight domains of practice for benchmarking ADU performance (2011, p. 5). The directors' main aim was to provide a guide to what evidence ADUs should seek in order to illustrate their effectiveness to senior management. In CADAD's wording of the domains the word 'responsibility' is referred to 12 times, 'accountable' or 'accountability' is not mentioned, and 'implementation' (and its variants) is mentioned 54 times. This quick word count indicates what the directors collectively value in terms of the work ADUs do, that is implementation of change, and presumably what they believe senior management are seeking as evidence of effectiveness.

If the senior management team is changed before an initiative is fully implemented and there is a change in national priorities as well, then an ADU cannot demonstrate that it has met certain benchmarks for changes that are now yesterday's news. The ADU at DUU was not in charge of ensuring compliance with CRA (i.e. was not accountable), as co-head Narelle remarked: 'I don't have any line management, so there's no way that I can actually enforce anything'. The ADU was caught in the middle when the implementation was disrupted by the changes brought in by the new senior management team. These changes influenced interviewees' responses (see 3.1.1.4) as well as my conclusions and recommendations, and hence the necessity for me to set the CRA project and the work of the ADU in this current volatile HE context.

7.1.3 Supporting autonomous school champions

The school champions, each from individual schools, were autonomous, not part of one team or network, and were uncoordinated because the ADU was not in charge of them. Gibb (1954), one of the researchers to formerly use the term DL, classified it into two types of leadership: uncoordinated or aggregated, and coordinated. Uncoordinated DL was also aggregated, because one could acknowledge all the school champions' individual leadership acts across the institution by summing or aggregating them. Coordinated DL was when the distributed leaders were 'operating in concert [and] commonly aligning their activities through informal social networks' (A. Taylor, Cocklin, Brown & Wilson-Evered, 2011, p. 415). Because the school champions were autonomous and uncoordinated, they could choose whether or not to access ADU support, which was predominantly offered by me.

7.1.3.1 Types of support

The ADU offered the following types of support to schools and to school champions to revise programs (degrees) and units (courses), and develop rubrics for assessment tasks according to CRA principles; that is, constructive alignment. This support was provided predominantly by me and on request, thus respecting academics' autonomy. co-head of the ADU, Narelle, usually gave the committee presentations but other academic developers also presented some.

Types of support

- presentations about CRA to faculty and school teaching and learning committees
- discipline-specific advice in group workshops face-to-face and by video-conferencing
- discipline-specific one-on-one consultations face-to-face and by phone, video-conferencing, online and email
- tailored yearly induction for new or early career academics face-to-face and by video-conferencing
- introduction to CRA via the foundation unit (ELT501) of the Grad Cert (UL&T) plus development of CRA knowledge and skills via other units in the Grad Cert taught by coordinator, Stephanie
- detailed advice on how to implement CRA plus resources developed at DUU with staff showcased on the CRA website I created; it included a downloadable guide to implementation
- information on progress via a quarterly newsletter that I wrote and emailed to all school champions, Associate Deans, Heads and the ADU implementation team (see Appendix C for an example)
- quality assurance of unit outlines by facilitating peer review in schools using key indicators developed by Narelle and me.²⁷

7.1.3.2 Challenges in providing support

Insufficient induction of the implementation team

Interviews with Narelle and Stephanie from the ADU revealed a number of challenges that the ADU faced in supporting implementation. In terms of induction in CRA, according to Stephanie the first session was attended by the academic developers at a full-day workshop conducted by an expert in CRA from another university, six months before Senate finally endorsed the policy. This workshop was also attended by some of the Associate Deans and Senate. It was intended to convince staff of the necessity to implement CRA. After the policy was endorsed and funding allocated, and one day before I arrived at DUU, a second session was conducted on campuses 1 and 2, which was a two-hour induction of academic developers and school champions. A folder of resources was distributed. These two sessions comprised the sum total of the preparation of the academic developers (excluding me).

Stephanie makes a strong appeal to me, the interviewer, using mostly pathetic and logical appeals to reveal her feelings and provide evidence for her reactions about the cursory inductions.

... it seemed to be quite rushed ... [reflecting] lack of time to prepare. I [was] not surprised about something that was so important not really having the solid basis and foundation. I don't remember having dedicated times where we [the ADU implementation team] sat together [with Narelle] and talked about our understanding of it. [We had to] just 'find out about it on the run'.

Stephanie, coordinator, Grad Cert (L&T).

²⁷ This process was trialled in three sites only, and despite Narelle encouraging schools to take charge of quality assuring unit outlines themselves, no others took up the suggestion.

Just as the school champions were hastily appointed or self-nominated and inducted (see Chapter 5), the academic developers on the team (except for me) had CRA added to their workload, and were insufficiently inducted. This resulted in a team that was not very functional with no shared understanding of CRA or how to implement it, and little time to work with me to rectify that.

Insufficient full-time CRA academic developers: Reliance on one person

Offering a different perspective, co-head of the ADU, Narelle, referred to me as 'the key person', 'essentially a one-person show', and a 'one and half person show', laughing at the absurdity of this latter label but acknowledging how hard I had worked. She contrasted the CRA implementation with the subsequent roll out of a new learning management system that had eight full-time people from the ADU working in schools: 'We just had you, Moira'. This stark difference in level of support for institutional change reflected the views of the previous and the new senior management teams, whereby supporting CRA was considered far less human resource intensive compared to supporting staff to embrace online teaching and learning. Stephanie concurred that academic staff and especially the school champions considered me as the 'target person'.

7.1.4 School champions' opinions of ADU support

When asked what factors helped or supported the school champions in their role, three related to the ADU. These factors were: the Grad Cert (UL&T) and its foundation unit ELT501, which had a CRA component (8); the CRA website (12); and workshops and consultations by ADU staff (22). Some school champions said they had completed either ELT501 or the whole Grad Cert (UL&T), or referred to staff in their school who had (for example Riley). Most comments referred to the workshops and consultations. While some interviewees broadly mentioned the help these provided, others went into the details relating it to their CRA understanding and some of the challenges and benefits of learning by doing (see Table B.6 in Appendix B for the full data set). According to the school champions, the ADU provided the majority of support with very little, for the most part, provided by the Associate Deans and/or the Heads.

7.2 ROLE OF ASSOCIATE DEANS: NOT IN CHARGE

7.2.1 The vision for the role

According to the implementation plan, the Associate Deans were: (i) to be a *key group*; (ii) their regular contact with school champions (would be) *critical*; and (iii) they were to work 'both with the school champions and the implementation team' (Baker, 2008, pp. 4-5). The plan also states that

the PVC (Teaching and Learning) (previous to Gordon) and the Associate Deans had seen drafts of the plan.

... the Associate Deans were *really key* in [the implementation plan] ... they were a *really integral* part and would work with champions within their faculty, and that worked in some places and not in others. So [I] saw it as a community of practice where we have people who were recognised as having leadership in learning and teaching, supporting each other but also hooking in the needs of their particular school with the implementation team. **Narelle**, co-head of the ADU (emphasis added)

In the quote above, Narelle explains her vision for how the DL model would work in terms of the Associate Deans' roles. The Associate Dean, in this picture, works with other Associate Deans and all the school champions in their faculty, plus is a liaison person matching the 'needs of the particular school' with the ADU. This *hypothetical portrayal is unrealistic* because each Associate Dean of a faculty had multiple schools, each with different needs, plus their own very heavy workload in a role that does not include line management (positional power). As the demographic data for the Associate Deans revealed, three were part-time in the role, two of whom were allocated only two days (see 3.1.4.3). The Associate Deans had little involvement with the school champions and were not in charge of them as they were not their line managers— this was the role of the Heads.

7.2.2 Associate Deans: Vision and reality

Multiple reasons were offered by one Associate Dean for lack of involvement with the school champions:

I would say that Heads certainly *didn't have CRA as a key priority*. The key priority for universities is [student] load and growth [and] *internationalisation, sustainability* ... all key things rather than assessment. We [in our faculty disciplines] *have to meet the much more stringent requirements of our accrediting bodies* and what they expect in terms of assessments ... [and we put] money and resources into that. *I certainly had no resources, no additional staff, no money to do anything [about CRA]*. There was *no recognition* as part of [Associate Deans'] performance management or professional development *or time allocation*. I had *zero* capacity to engage with it. Why? Because I was doing 101 other things. *You are between a rock and a hard place*. **John**, Associate Dean (emphasis added)

He makes a strongly logical appeal to me, the interviewer, that provides a complex picture of his context—he also had only two days for the role. Despite that, he was the only one to organise for me to run a workshop for all the champions in his faculty, plus he participated in two meetings with me and some of his staff in which we developed a rubric for a third year medical research project. John's responses are reflective of the overall comments of the other Associate Deans; that is, lack of faculty support for the school champions, lack of time for the Associate Deans to be involved, heavy workloads, and lack of involvement of most Heads.

7.2.3 Nominees of the DVC: Mixed opinions of Associate Dean role

Nominee of the DVC, Gordon, comments on the vision and the reality, noting that two Associate Deans had no intention of supporting CRA and there were workload issues.

[the implementation plan shows], they had a direct line to the champions, so in a sense, they were *almost like the supervisors of the champions*. I expected the Associate Deans to be *very, very hands on* in following that project through [by] *helping and assisting the champions* [and by getting] the messages back to the teaching and learning committee, the Heads and downwards to the staff. They were *very important* the Associate Deans [and] it was *one extra thing they had to do*. That's where *it fell down a bit*, because I do know one or two weren't supporters of it. **Gordon**, nominee of the DVC (emphasis added)

Nominee of the DVC, Joseph explained the variation in Associate Deans' attributes and context, commenting that one cannot talk about the Associate Dean role per se in the CRA project, because you are 'not comparing like with like ... they differ in interests, in abilities, ... the amount of time they had allocated to the task', thus making generalisations is difficult. He added another reason not mentioned by the Associate Deans as influencing their involvement with the school champions: that of maintaining and enhancing reputations through research and external income.

7.3 ROLE OF HEADS: 'NOT IN CHARGE' BUT ACCOUNTABLE

Only three school champions said their Heads were closely involved in implementation of CRA with them. However, the deadlines for each stage of the plan were not met by any Heads according to co-head of the ADU, Narelle, despite her earnest efforts reminding them and offering support:

... [the Heads] should have been in [the implementation plan] because their support was really critical in that process. I assumed that in nominating a champion that the HoS would be supportive of that champion. [But] that wasn't articulated in [the plan] and ... in hindsight ... having the Heads named up was definitely something that I'd do. **Narelle**, co-head of the ADU.

Nominee of the DVC, Gordon intimates that Heads could pick and choose what policies they might involve themselves with, based on workload priorities; that is, when 'not to be in charge'. Associate Dean John confirms this observation in section 7.2.2 above as many other change initiatives were deemed more pressing (see 2.1.2). As noted in section 7.1.2, in the last year of implementation, 'nobody cared' about CRA because of other priorities plus the new senior management team were not interested in what happened before they arrived.

7.4 REPERCUSSIONS WHEN NOBODY IN CHARGE: SCHOOL CHAMPIONS' ROLE

AFFECTED

Because there was, for the most part, nobody in charge at school, faculty and institutional level, school champions were left to their own devices, with a few exceptions. This situation had a number of repercussions, not only for the school champions' effectiveness, but also for whether CRA was implemented, and if it was, how thoroughly in terms of adhering to its principles. A major repercussion was that there were no procedures in place to deal with schools' non-compliance, that is not fully implementing CRA, and there was no follow-up from senior managers. To balance the discussion I start with the factors that supported the school champions, followed by those that hindered them in the role. In deciding what factors to discuss, I selected those that not only predominated in terms of number of times mentioned, but also would help me critique DL at DUU and thus answer my research questions. I omitted discussing factors that have been dealt with in earlier sections, such as the school champion's motivation to carry out the role well, time allocated for the role and the \$3,000 incentive.

7.4.1 Supporting factors

When asked what factors helped them in their role, school champions mentioned three related to the ADU and 16 others. In order by highest count, these factors were: workshops and consultations with ADU staff (mostly me) (22); collegiality and school culture (13); CRA website (12); the foundation unit of the Grad Cert (UL&T) and the certificate itself (8); supportive HoS (8); school champions had what they said was 'authority' (7); own motivation to carry out the role well (5); discipline context (5); some staff already implementing CRA (5); had some time for the role (5); \$3,000 incentive (3); personal attributes (excluding motivation) (2); and the remaining seven factors had one mention each. Examples of quotes indicative of the collegiality and school culture factor are from Elspeth who referred to 'very rewarding, very positive [and] nothing negative' staff CRA discussions; and from Patrick: 'in fact that we all get on pretty well ... there is no real politics or personality conflict within [the school]'.

Only eight of the 27 school champions interviewed mentioned a supportive HoS, which gives the impression that the other Heads may not have given CRA the same priority. Seven school champions claimed they had authority, which is related to power. However, they did not have sufficient authority to enforce compliance in relation to CRA implementation. The Heads had that level of power if they chose to use it. Three school champions claimed authority because they were academic C, while two claimed it because they considered, erroneously, that the role of school

champion gave them authority. Margaret also mistakenly said she had authority because of the ADU's support. However, she did have faculty support (but no authority) by virtue of its teaching and learning committee, although she was not the chair of it. Brian, in contrast, was chair of the school teaching and learning committee, which gave him some authority.

7.4.2 Hindering factors

When asked what factors hindered or made their role difficult, school champions suggested many factors that I have categorised as relating to the institution or the faculty/school. The numbers in brackets indicate the number of school champions who mentioned the factor or I could interpret their comment as related to that factor.

7.4.2.1 Institutional factors

Five institutional factors were identified: research and rankings versus teaching; CRA concerns; initiative fatigue and cynicism; not in the communication loop; and managerialism. The first factor was the pressure to do *research* and its impact on *rankings* versus teaching (10) in two categories: research viewed as paramount (8); and staff worried about *losing their jobs* (2). In the quote below, Karen makes all three appeals (pathetic, logical and ethical) to convince me of the emotional toll staff are suffering because of the very fast and powerful drive for better rankings—using the graphic metaphor of being flattened by a train. She implies that the ethics of the new senior management team are questionable. However, this change process was typical of what was happening in many Australian universities at the time, and continues to this day, as I illustrated in section 3.1.1.4.

Well, [DUU] want us to be in the top 10 [ranked in Australia]. It's not going to happen because everyone else [is] trying to be the same. Oh, *it's terrible* but this is *being pushed extremely hard ...* so we have to try and *find ways to make it work* the best we can for us because *it's like standing in front of a train, you know, just run you flat*. It's the new senior management team basically have this view that that's what we should be doing. [They] want to use that money [saved from not having to pay the staff who resign] to recruit higher researchers from elsewhere and bring them in.
Karen, school champion (emphasis added)

The second factor was concerns related to CRA (9) in five categories. The first two categories had three comments each: some faculties refusing to abandon the bell curve²⁸ despite CRA being mandated; and perceptions that staff have that the university does not value CRA. The latter was

²⁸ Norm-based grading is when the grade awarded to a student is based on the achievement of the group, not on the student's individual achievement according to predetermined criteria and standards. Typically in norm-based grading, the achievement of the group sets the standards for particular grades. This leads to a fixed percentage of students being awarded each grade regardless of the size or ability of the cohort. This is referred to as grading on the curve or shortened to bell-curve (Nightingale, et al., 1996).

because the university was not insisting on compliance and CRA did not count for promotion when staff implemented it well. The remaining categories had one or two or comments. The third factor was initiative fatigue and cynicism (8). The three illustrative quotes below are different aspects of this factor. The first two quotes refer to low energy levels related to change, while the second and third quotes mention too much change happening, plus the negative reactions of fear and cynicism.

The organisational on one hand says CRA [is going to be implemented] ... but *if you haven't got any time or energy* or if everybody is not on board, and the HoS too needs to get behind [the policy] and ... [say] 'this is gonna happen and this is how we're gonna do it'. **Daniella**, school champion (emphasis added)

...in our school we were *change-weary* but because of our HoS, she basically would change things based on a short whisper in a meeting that she heard. And so we were *constantly making changes* ahead of the rest of the university. *And a lot of it had to do with a fear of what's happening right now—a fear* that, because we [the school] were interdisciplinary, we'd be the first and the ripest for carving up and moving all over the place. So [the HoS] wanted to ensure that we were seen as adaptable and capable and responsive and the yes-men. **Kara**, school champion (emphasis added)

... I think because most of us who were on staff had a *lot of experience with a lot of change* over the years, and *a lot of repositioning* by the university in its ... focus and priorities. There's a fair amount of *cynicism*, you know—here we go, what we are doing this for, is this worthwhile, what happens when the university finds something else to look at? **Pauline**, school champion (emphasis added)

The fourth factor was school champions feeling they were not in the communication loop (4). Two school champions had not heard about the CRA project until they were told they were chosen, while another, Christopher, knew nothing because it was 'outside the faculty system' with its own HoS who did not answer to a Dean. The consequence was that he did not know CRA was policy until a year after implementation commenced, which is when he approached me, offered to be the school champion and asked for my support. This situation has, he says, been 'very rapidly rectified' because the school 'made a concerted effort to [ensure] they were part of the system [of schools headed by a Dean]'. The fifth factor was managerialism (3). Brian, for example, commented that as a consequence of managerialism, 'Heads ... now have very little to do with the things that they are directly responsible for'.

7.4.2.2 Faculty/school factors

Four faculty/school factors were identified: herding (academic) cats; lack of time; school champion role concerns; and logistics. The first factor, herding cats (27), involved two categories: behaviours that are typically examples of 'resistance' (17); and academics set in their ways (10). The 'resistance' category had seven subcategories with three comprising most of the comments; that is, heated debates and tension (6), avoiding assessment discussions (5) and personalities (2). Examples of the first subcategory cover a wide range. I have selected three to illustrate this. The first example from Freya is about alienation.

Maybe to other people [in the school] it [my role] has been a bit threatening and so there have been some *road blocks* here. I felt very much *an outsider, not part of the conversation* quite a lot of time. Now that I'm leaving DUU, people are actually saying that [some] *made it hard for me*.

Freya, school champion (emphasis added)

The second example is about academic rivalry which Margaret explains as a source of 'jealousies, tensions ... and unmoving pockets of resistance ... [that is] an avoidance strategy ... a way not to do things [such as CRA]'. The third example is about 'really sticky conversations' from school champion, Kara who referred to herself as the little academic A.

[I was] *standing up* to professors and ... *challenging* their understanding ... there were some *really sticky conversations*, which, unfortunately because of the *politics* of the school, were *not handled by the HoS* in the way that they should have been. She very quickly *tried to come to my defence*, as opposed to just *letting the conversation evolve* as an academic critique. I'm *very thick skinned*. It doesn't bother me that this happened. There was just too much personality involved, and we didn't get as much done as we could have because of that. **Kara**, school champion (emphasis added)

Kara's heroic appeal to me is referencing the very small hero taking on the very big baddies (the important professors with bigger standing than the little academic A). Images of the gladiator facing the bigger lions (professors) or the giant killer, (the very little) David defeating the giant Goliath spring to mind. She defends her appeal that she was 'winning' the hypothetical fight, claiming that she did not need the HoS to come quickly to save her. Kara claims her battle armour ('very thick-skinned', 'doesn't bother me') protected her against the enemy ('too much personality involved'), but she does not consider that her defensive warrior stance was the antithesis of collegiality, and may account for not 'get[ting] as much done' (in terms of CRA implementation). The second subcategory of 'avoiding assessment discussions' is referred to by Daniella who noted that, at their only school meeting about CRA, academic staff 'thought their assessment was alright thanks very much ... and they didn't have the resources to do it'.

The third subcategory of 'personalities' is reflected in the quote from Katrina expressing her frustrations with the academic cats in her school illustrated with numerous examples.

That was *one of my main pains in the arse*—was actually finding out what do people do [in their teaching]. Each program *does its own thing* and sometimes individuals within programs, *do their own thing*. So, that means going to all the teachers and saying, 'Can you send me your unit outline? Can you send me any marking sheets that you used?' Then you find out that three different casual teachers teaching the same unit [are] all *using different marking sheets*. So, people were *quite reluctant and resistant*—*how many times* can you go to their office, send the emails and pop in before it becomes a bit obvious *they're not going to give it to you?* **Katrina**, school champion (emphasis added)

The second category under herding cats was 'set in their ways' with ten comments coded. Examples of negative comments from academics reported by school champions include: 'It's a load of crap'; 'Seen it come and go'; 'No point in doing this'; 'Not doing it'; 'Go away'; and 'Another impost on us'. The second faculty/school factor was time (24) in two categories: not allocated time in the role

(14); and the need for sufficient time for staff to understand and implement CRA (10). In the category of not allocated time, interviewees used the following expressions: 'off the side of the desk' (3); 'on top of' (1); 'give the job to a busy person' (1), while Gareth referred to the pressure of research (his quote is below). Only Ivan was not bothered by the additional workload, as he had prior experience of CRA in another sector and was in a small school with collegial staff. This context may have made his role less challenging than it was for other school champions.

I guess it's the time commitment that's involved with [CRA] and trying to keep staff involved over a longer period of time with the process, keeping them motivated to achieve the end-product with *all of the other pressures* that there are, with the *research and writing papers* versus writing a rubric. Sometimes staff made a choice not to. The time involved was probably *one of the larger limiting factors*. **Gareth**, school champion (emphasis added)

In the category of sufficient time for staff to understand and implement CRA, ten champions commented. I have classified these comments into two groups: (i) those indicating a minimalist approach to CRA, implementing it with the least expenditure of time by staff; and (ii) those where a thorough curriculum design approach was taken requiring a greater expenditure of time by staff. The minimalist approach, group (i) is illustrated by Elspeth and Lionel. Elspeth 'wanted to do it [CRA] well, but I also wanted to do it quickly, efficiently'. Lionel took the same approach because 'your research time is so valuable that you guard it jealously, and any project which would impact on that, you would comply with it at the minimum level. Teaching is number two in importance but number research is a big number one. That's where we celebrate our successes'.

In contrast, the thorough approach, group (ii) is exemplified by Ivan who claimed that only 'a couple of staff members in the early stages' (of implementation) were concerned and needed time. He was the only champion, independently of the ADU, to carry out the mapping process with staff to illustrate that CRA and course design fitted together. Ivan concedes that for some staff, it took time before they 'turned the corner' (i.e. understood what CRA involved). Teresa is also in this group. She was concerned that the original timeframe in the implementation plan was 'a bit hindering'. She takes a student-centred approach rather than a minimalist one ('tick a box') and then acknowledges that she 'shouldn't say that'. Her view of CRA is markedly different from Elspeth's and Lionel's. This may be because Teresa was a designated teaching-intensive academic with over 20 years' experience at DUU, even though she did conduct research in teaching. In Teresa's school her role was valued. There was no comparable role in Elspeth's and Lionel's schools, thus illustrating that generalising about the role of the school champions in these different faculty/school contexts is invalid.

The third faculty/school factor was concerns about the role of school champion (19) in seven categories. The largest categories were: no authority (6); no credibility (5); and unrealistic expectations (by the school champion) to do a good job (3). Two quotes, from Katrina and Margaret,

provide different aspects of the no authority category and relate it to the DL model used at DUU. Katrina's solution was 'borrowed authority' from the HoS.

Well, this is *the whole problem with DL*, because *you've got no actual authority* behind you. So, all you can do is to cajole and influence. And when they're *not* cajoled and they're *not* influenced, you are a bit *out of options*. And so, they probably thought I was just a nagging annoyance actually ... [P]eople would just say 'Oh, God! *Not that CRA thing again!* Can you *stop* harping on about that?' And our school's like one of the more interested in learning and teaching so ... I was a bit shocked. But, I guess the *problem* was that what really needed to happen was *they had to be told and directed by the HoS*. So, I had to borrow the authority of [the HoS] to get things to happen and *without that borrowed authority*, was really *tough*. **Katrina**, school champion (emphasis added)

In contrast to Katrina, Margaret explains that the main challenge was from those at higher academic levels rather than 'resistance' from all staff. She identified 'no authority' as the cause of her rejection and therefore a 'problematic' feature of the DL model at DUU.

I was at that time an academic B, trying to tell professors and academic Cs [about CRA]. Well, it *was unspoken* but there is this 'Who do you think you are?' ... It's *always there* and that's the [problem] with champions [who are at] lower levels with *no authority*, you get ego [from those higher up] because they ... have better things to do. So ... *the DL model is problematic* in that way. **Margaret**, school champion (emphasis added)

The no credibility category is strongly linked to the no authority one. For example, Brian makes a logical appeal that he thought that the DL model with school champions did not realise its potential. He links the lack of empowering of the school champions to the Heads being too busy and making expedient choices. He repeats 'empower/ing' and 'opportunity' to describe the potential attributes of the school champion role and links these to 'responsibility', thus implying that credibility is impacted if school champions are not empowered. Gareth, on the other hand, thought the school champion had to have at least some credibility in learning and teaching and 'be senior enough in the school' (i.e. have authority). Kara is an example of flawed decision-making by her HoS, as Kara had no credibility or authority. She was an academic A in her first academic appointment and was uncomfortable as a very young female challenged by the mostly older male academics in her school. Her initial approach to academic staff was aggressive and defensive rather than respectful and deferential. The fourth faculty/school factor involved logistical concerns (7) such as little teaching done in the school, the school losing students, the location of the school, and the need to train tutors in CRA.

7.4.3 Summary of supporting and hindering factors

Nineteen supporting factors were identified with a total of 102 responses. The role of the ADU was the most important with 42 responses followed by a supportive HoS with eight. Hindering factors were classified as five institutional and four faculty/school, with 34 and 67 responses respectively,

indicating that faculty /school hindering factors were twice as important as those attributed to the institution. The most important hindering institutional factor was the pressure to do research and its impact on rankings versus teaching (10 responses), while the most important hindering faculty/school factor was the challenge of herding (academic) cats (27 responses). Supporting and hindering factors were almost equal in terms of responses: 102 to 101 respectively. These responses were classified into 28 factors (19 supporting and 9 hindering). While the *number* of supporting factors was twice that of hindering factors, these 9 hindering factors were collectively *twice as important* as supporting factors. This is because 101 responses were grouped into *only nine factors* that predominantly were related to the institution or faculty/ school. These data provide a complex picture of the contexts school champions faced by themselves, except for ADU support if they chose to access it. For the most part, their school champion role was on top of their roles as teachers and researchers, mostly with nobody in charge except for a few Heads. The key repercussion of this complexity is its likely impact on how thoroughly CRA could be implemented across DUU with school champions' support.

7.4.4 Comparison to supporting and limiting factors in the literature

Because there are no existing data in the literature on change agents at the coalface in terms of their perspectives about supporting and limitation factors, directly comparing my data to previous research is difficult. In sections 2.1 and 2.2, there are factors that are national and international in scope that were also identified in the school champions' interviews. Namely, two of the 19 supporting factors: the ADU (see 2.2.2.3) and collegiality and school culture (see 2.1.2.3); and four of the nine hindering factors (institutional and/or faculty/school): research and rankings versus teaching (see 2.1.2), CRA concerns (see 2.2.2), initiative fatigue and cynicism (see 2.1.2) and herding cats (see 2.1.2). That is, six of the 28 factors (supporting and hindering) were evident in the literature.

As noted in section 7.4.3 above, for the school champions the ADU emerged as the most frequently mentioned supporting factor, while herding cats was the most frequently mentioned hindering factor. With the latter, 'resistant' behaviours were twice as important as CRA concerns or initiative fatigue. One can argue these three are interlinked, since CRA is a change initiative, and for time-poor academics being overwhelmed by different initiatives, acting in resistant ways seeks to protect their research time, thereby retaining employment and promotion potential (see 2.1.2.4 and 3.2.1.4). In section 2.5 I situated the DUU project in national and international contexts by mapping its DL project to teaching and learning projects in 20 other universities. The notion of time is common to this mapping and the school champions' responses. However, there is a stark difference. The universities scan was about time allocated to the projects, while the school champions referred to *lack of time* for their role, and for staff to understand and implement CRA. Both these concepts of time are interrelated. As Lane explains, there needs to be 'sufficient time for eventual buy-in to the idea ...

[because] significant change initiatives take much longer than intended, and rigid deadlines can frustrate and short-circuit the process' (2007, p. 90).

The universities scan revealed that only 57% of institutions provided any type of training even though nearly all were supported by an ADU, yet the school champions' mentioned ADU support as *the most important supporting factor*. The need for supportive Heads (8 school champion responses) was also confirmed in the scan (see 2.5.3.4). Thus the literature review provides support for only a handful of the 28 supporting and hindering factors revealed in school champions' interviews. Missing from the literature are the voices of these change agents and the features of their individual discipline contexts, especially in relation to concerns about their role related to authority, credibility and power differentials. Aspects of this are explored in section 8.4 where I use a conceptual framework of leadership contexts and academic powers to analyse four school champion vignettes. Despite the preponderance of hindering factors for the school champions, some changes to assessment practices were achieved at DUU, as I reveal in the following section.

7.5 ACHIEVING CHANGE IN ASSESSMENT PRACTICES: IDENTIFIABLE TRENDS

7.5.1 Introduction: No official follow-up of implementation

No formal evaluation of CRA implementation was carried out, even though the DVC (Academic) was responsible for the implementation of all policies related to academic staff, including CRA. The Senate was not in charge of either, as nominee of the DVC (Academic), Joseph explains, 'for us it would be wanting to keep a monitoring eye and have regular reports'. Joseph commented that the implementation plan 'provided ... milestones and measurables ... to see whether or not we are *moving in the direction* [emphasis added]' of CRA implementation. He then observed that 'external or other ... factors ... make these things not as crystal clear, not as neatly packaged, not as clearly defined as we thought when we drew the mud map [the diagram in the implementation plan] ... I know that these things [are] changed, delayed, amended, accelerated for all kinds of reasons'. In contrast, nominee of the DVC, Gordon bluntly concedes in the quote below that the university does not evaluate implementation of change, regardless of what it is.

If you asked me today how embedded is CRA, *I wouldn't be able to answer that. I don't think we followed up and monitored the implementation very well at all*. Without a doubt ... we're very, very good at implementing ... getting plans [approved], implementing them and *never following up* to see if they do what it is we thought they're meant to do. That's not just CRA, that's lots of things. <laughs> . **Gordon**, nominee of the DVC (emphasis added)

Two Associate Deans, Adrian and John confirmed Gordon's observation with the following comments. John authorised an audit of CRA across his faculty and comments on the variable results.

... the first thing that most academics do after they've approved policy and our academic board was no different from the Senate, is to then completely ignore the policy... I find it [a] bizarre characteristic of academics that 'It's a good idea but I'm not going to do it'. **Adrian**, Associate Dean (emphasis added)

That's something very clear from our evaluation of the faculty—a widespread misunderstanding of what CRA means because a large number of staff are reporting their engagement with CRA. They're CRA compliant and it's not CRA at all. *If I had to do a key critique of what's been missing, besides the resourcing side of things, is that follow-up* to look at when people have gone to all this time, energy and effort to see if the end product is what we're after. A lot of people engage in a lot of work they've done at the side of their desks, they've gone beyond and above the call of duty. *When we've audited it across the faculty, who knows what they've done.* It's like 'Oh it's CRA—really!!' **John**, Associate Dean (emphasis added)

My research for this study provides an initial evaluation of CRA implementation which informs my critical examination of the DL model. The sources included: interviewees' perspectives; data I collected for reporting purposes; and an audit by the Australian government carried out in 2011. Absent from the data is a detailed analysis of all programs and associated courses to determine whether CRA has been thoroughly implemented. I conclude that by the official end of the project in December 2011 many schools had moved in the direction of CRA, although for some it was superficial. In the next section, I present this evidence which I will refer to later in Chapter 8 because the DL model and CRA implementation are inextricably linked.

7.5.2 Moving in the direction of change with nobody in charge

That some positive change occurred, despite numerous challenges in the setup of the CRA project plus uneven, inconsistent implementation, is presented in this section from institutional and faculty/school perspectives. In terms of moving in the direction of change, the evidence points to nine identifiable trends. By the end of 2012, my interview data revealed that CRA had not yet become fully normalised, as Associate Dean Paula acknowledges in her quote below. The government audit report by the TEQSA (2012) concurred (see 7.5.2.5).

...for all the flaws and weaknesses and the hurried nature in which we pushed it through, it is encouraging that it's becoming normalised—the idea of CRA [in the faculty]. Once it becomes normalised, then that's a good thing, isn't it? ... a normal part of the teaching process. It's still an add-on for many—something you do, you get your marking rubric and that's it. But even that is an improvement on some of the earlier process. **Paula**, Associate Dean (emphasis added)

7.5.2.1 Identifiable trends

Both the nominees of the DVC, Joseph and Gordon, said that CRA had credibility despite the flaws in the implementation. For example, Gordon commented that 'you're never going to get a perfect system ... but... [DUU] is a better place for it and ... assessment practices are better and more transparent because of it ... that's better than the haphazard way it was before'. Table 7.1 lists the nine

positive trends identified from interview analysis but not mentioned by all groups or all interviewees within those groups as the data show. The strongest trends were mentioned by 50% of interviewees (trends 1 and 2) and 41% for trend three. Illustrations of the trends 1-7 are provided beneath the table. It was only after the TEQSA audit occurred and the report completed (2012), that DUU had a clearer picture of implementation, as it had not conducted its own evaluation.

Table 7.1: Identifiable trends in the direction of change

	2 NOMINEES OF THE DVC	8 ASSOCIATE DEANS	2 FROM ADU	27 SCHOOL CHAMPIONS	TOTAL 39
Trend	Number of interviewees who mention the trend				
1. Improved communication of expectations to students		6	1	12	19
2. Some staff improved their teaching	1	6		12	19
3. Influenced unit and course design, review and mapping		4	1	11	16
4. More consistent, defensible assessment	1			13	14
5. Increasing influence of ELT501 or the Grad Cert (UL&T) on adoption of CRA		3	1	6	10
6. Marking to a standard not a bell curve	1	3	1	2	7
7. Provided an assessment language	1		1	5	7
8. Students' work improved		2		4	6
9. Reduction in student complaints		2			2

1. Improved communication of expectations to students

Twelve school champions commented on this trend with a range of views that included: making explicit the links between learning outcomes, assessment criteria and grades, plus ensuring transparency of expectations and judgments. For example, Lionel stated that 'in the [teaching] teams, we now explicitly articulate [to students] that alignment between "here's what we're trying to achieve in terms of *our [learning] outcomes* [and] here's the way we're going to teach it. Here's how we're going to assess it." [emphasis added]. Taking a whole-of-faculty perspective, six Associate Deans commented about this trend. The quote from James is indicative:

As you soon as you shift the focus away from teaching content to understanding what students are learning ... *it makes [staff] teach better... they become much, much more reflective and learners themselves in a way.* But it's an interesting thing that I do think that there's been a very *significant change in certainly some parts of the faculty and the university as a whole ... assessment is more just* as a result of this, simply because it is expressed so much more clearly than it was before.

James, Associate Dean (emphasis added)

2. Some staff improved their teaching

This trend was commented on by 12 school champions. They related teaching and assessment improvements to: giving students better feedback, making better decisions about the value of assessment tasks, and teaching students the necessary skills to undertake those tasks. Riley's quote is indicative: 'I certainly *learned quite a lot about teaching and assessment* and the importance of thinking through the *value of each piece of assessment* [emphasis added], what it's trying to achieve, what it's going to do for students'. Six Associate Deans observed improvements in staff teaching, for example, Phillip considered that staff *attitudes were more positive* towards teaching and assessment, while John thought that '*a positive benefit of the CRA conversation ... is that it has introduced to a large number of staff the basic theory of assessment ... [to] underpin ... [their] assessment practice [and] inform their teaching*' [emphasis added].

3. Influenced unit and course design, review and mapping

This trend, mentioned by 11 school champions, refers to the influence of CRA beyond unit level in some schools and faculties, resulting in curriculum reviews across degrees and mapping of learning outcomes and assessment to develop graduate attributes. School champion, Christopher, summarises these key features in the quote below, while Associate Dean James remarked that this trend has been 'one of the most influential' consequences of the CRA project because DUU now has a better understanding of its graduate outcomes. Co-head of the ADU, Narelle, agreed and remarked that this process of curriculum review was 'unprecedented in the university' because staff had not talked about it before the CRA project, 'even in the same school'.

It's actually almost core business in regard to units, with unit design ... you revise your outcomes, you do your rubrics. That's all *normal practice now*. We just *mapped all the learning outcomes* [for the degree] ... what you do at first year, what to do in second year, how do you build on that right through a course. We had to *use the CRA process to really try and streamline that ... so students would be building their knowledge through the degree*. **Christopher**, school champion (emphasis added)

4. More consistent, defensible assessment

This fourth trend was mentioned by 13 school champions. Reasons included: it is easier to justify marks; complaints from students have decreased markedly; and there is more focus on clearly differentiating levels of achievement (such as a credit from a pass). Don summarises the overall trend from the school champions' perspectives.

I think [CRA] probably makes everybody [in my school] think a little bit more about their assessment ... and it makes them take consideration of rubrics, which I think [is] quite positive. I think we get more consistent marking out of the procedure ... I think we probably assess better now.

From a whole of DUU perspective, nominee of the DVC, Gordon, argued that 'something like [CRA] needed to be done *to shake DUU out of their lethargy* [in terms of assessment]'. He believes that CRA has credibility, despite flaws in implementation, concluding that, assessment is '*a bit more consistent, sensible, [and] defensible* [emphasis added]'.

5. *Increasing influence of ELT501 and/or the Grad Cert (UL&T) on adoption of CRA*

Six school champions mentioned one or both of these as helping them better understand and implement CRA. Stephanie, coordinator of the Grad Cert (UL&T), explains the two ways these influenced adoption of CRA:

[CRA] was introduced *in the first unit [ELT501]*—*all new academics* would've been introduced to it. So that was a really powerful way to spread the word. [It then] has *a domino effect* [as they] started to share what they were doing [in their schools]. I worked alongside you and up-skilled my own knowledge. *I introduced a CRA-based activity as one of the assessment tasks in one of the core units* of the Grad Cert. [This] meant that everybody who completed that unit would have had experience in designing a criteria sheet (rubric), using it and evaluating the effectiveness of it. (emphasis added).

6. *Marking to a standard not a bell curve, although not across all faculties yet*

Only two school champions mentioned this trend. Three comments from the Associate Deans confirmed that CRA has influenced removal of the bell curve, which, according to nominee of the DVC, Gordon was 'a very inconsistent assessment system'. Paula and Tonya link the abolishing of the bell curve in their faculties directly to implementation of CRA, although this has not been uniform across DUU. Both use the language of the victorious warrior ('the first big victory', 'the big one for me') who helped to kill off ('abolished', 'hammered') the enemy (the bell curve), citing evidence that it was 'dreaded', 'unethical', and 'done appallingly' to students. Stephanie, academic developer with the ADU, uses similar victorious language in her quote, referring to 'silverbacks' being 'knocked off their perches'; that is, influential academics having to stop adhering to the 'tradition' of norm-referenced assessment.

7. *Provided an assessment language*

Seven interviewees mentioned that the CRA project provided a language to talk about assessment, course and unit design as well as emphasising how language is used across year levels. Five of these comments were by school champions. Elspeth's comment summarises these aspects.

What was different was that the CRA encouraged us to *use the similar language between and across different units*. We might have been saying the same thing in slightly different ways and so CRA encouraged us to think 'which words do we really mean here? ... The student will now be able to see from first year to second year and continuing. **Elsbeth**, school champion (emphasis added)

7.5.2.2 Summary of data collected for reporting purposes

As stated in the introduction to this chapter, much change was achieved, primarily by the ADU and many of the school champions even though nobody was in charge. As the academic developer employed full-time to support the school champions, I had to collect data on progress for several purposes. The main one was so Narelle, co-head of the ADU, could report to the University Teaching and Learning Committee and Senate on a regular basis, so they could monitor progress. During the project, I also provided the Associate Deans, Heads and school champions with a quarterly newsletter update on what all schools were doing with me in relation to CRA (except those without school champions), and new resources I had added to the CRA website. The newsletter was a vehicle for acknowledging the work of the school champions and others with me, disseminating progress, sharing resources, and advertising my services. My reports were key evidence to support the identifiable trends for the government audit in 2011 (see 7.5.2.3). The limitation to these data is that they are from my perspective only, and do not include what any of the other academic developers were doing at the time.

Because my strategy to engage academics was to work with them on what they thought was important, in most cases this was their own units—hence the preponderance of data about units and associated rubrics. Only a few academics wanted to commence at the program level. The data I provide in Table 7.2 were the result of my work with a range of academics, most of whom were school champions; however some were Heads and academics who were recommended by the school champions to consult me. In addition, three Discipline Scholars from DUU appointed by the then ALTC invited me to help them refine national standards for two disciplines (the sciences, and creative and performing arts). These standards were subsequently approved by the respective Australian Council of Deans for those disciplines and have had a subsequent effect on the process of revising units and programs at DUU.

Table 7.2: Data demonstrating my contribution to the CRA project with academics

REVISED OR DEVELOPED	NUMBER	NUMBER OF DISCIPLINES
units	88	24
rubrics	65	24
programs	4	3
National learning and teaching threshold standards for Bachelor degrees	2	2

7.5.2.3 Independent confirmation of change: Government audit of CRA implementation

In mid-2011, the government audit of DUU was carried out (TEQSA, 2012). The following three quotes from the report are relevant to CRA implementation, illustrating that progress was made but more needs to be done (emphasis added in extracts).

... the university has undertaken a university-wide initiative to strengthen the integration of learning outcomes through the development of revised unit outlines and new approaches to assessment. *Significant progress has been achieved across all areas.* The definition of outcomes at the course (program) level is patchier ... DUU's leadership in national initiatives to define discipline-specific outcomes in particular disciplines is noted. (2012, p. 3)

Overall the audit panel saw *a great deal of progress* in following up on the 2005 ... audit, in ... *embedding learning outcomes* [but] achievement of greater consistency in approach will be an important part of future work. (2012, pp. 4-5)

[the] ... work on learning outcomes has been underpinned by a university-wide project on [CRA], which has extended to most programs with the assistance of the [ADU] and a series of 'champions' within schools. *Most schools have made considerable progress* [however] ... there are inherent conceptual difficulties with an approach to learning outcomes being driven solely 'up' from the unit level, rather than 'down' from overall outcomes at the course level as well. (2012, p. 5)

Only one faculty received a glowing report. Simon, as the only full-time faculty champion, helped staff achieve the mapping task outlined in Phillip's quote below. The audit revealed Simon's effectiveness, plus the advantage of having a Dean willing to exert power to drive assessment change.

The Dean was one of the drivers of this, and it partly flowed from *adverse comments from the previous audit*—the poor performance of the university as a whole in terms of mapping graduate attributes. That's what led to the application for strategic funding [and] ... paid for Simon's appointment. When the TEQSA audit occurred last year, *our faculty was the only one that had effectively mapped the graduate attributes and learning outcomes and was 100% compliant with CRA.* **Phillip**, Associate Dean (emphasis added)

7.6 DISCUSSION AND IMPLICATIONS

According to Klein, based on 30 years of research in manufacturing and engineering sectors, and her experience as an academic in HE, 'true change [has occurred] when ideas and concepts become embedded in the underlying assumptions about how work is done ... so they become institutionalised and no longer depend on the change agent or champion to support them' (2004, p. xii). Based on her definition, the DUU project was not 'true change' because CRA did not reach the stage of being normalised—the key consequence of nobody being in charge. At the beginning of this chapter, I outlined features of the Grange hospital project that used a DL model with nobody in charge, labelled as a deviant case by the authors. Unlike DUU, Grange had change champions in key (leadership) positions, no tidal wave of change initiatives, no project plan, and it had to meet externally-imposed standards for patient care, which it achieved. Grange managed to implement true change. Like DUU, implementation was not smooth. This comparison suggests that at the time of the CRA project, the HE context of DUU did not have sufficiently strong drivers, such as externally-imposed standards for CRA in HE that exist in some countries, such as Hong Kong (see 2.5). Nor did DUU have champions

in key positions of power. DUU *did* have a project plan, but it omitted the key leadership positions of the Heads.

My research revealed that there was nobody in charge of the DUU project. Perversely, those who should have been in charge and accountable for implementation, the Heads, were, for the most part, too busy or disinterested to play active roles supporting their school champions and CRA implementation. This seems to indicate that the Heads are the formal gatekeepers who can determine the fate of the particular change even when it is university policy. For a school champion to convince a reluctant or busy gatekeeper (and their line manager) to support CRA would be particularly difficult unless they had strong collegial and referent power. Another implication of most Heads not being in charge of CRA in their schools, is that no monitoring or evaluation of progress was undertaken as a standard procedure, until Heads were forced to just before the TEQSA audit was conducted. This situation, according to one nominee of the DVC, is typical of the university as a whole.

When nobody is in charge of implementing a teaching and learning initiative that is policy (such as CRA), then partial or superficial change occurs, not true change, resulting in the nine identifiable trends that were in the direction of change. The implication is that future teaching and learning initiatives will suffer the same fate, regardless of the level of support from the ADU or school champions. As the government audit confirmed, much was achieved at DUU (see 7.5.2). However, many challenges compromised the full implementation of the CRA project. With only one full-time academic developer, it was not possible to support all campuses successfully. As well, the school champions were insufficiently prepared for their roles, could choose whether or not to engage with the ADU, and were heavily influenced by the supporting and hindering factors in their school/faculty more than in the institution as whole. Typically, most universities rely on ADUs to implement changes to curriculum (including assessment) with limited human resources (see 2.2.2.3). Yet additional staff members are brought into the ADU when academics are inducted into new learning management systems or applying for research grants (as happened at DUU). Thus ADUs have to make do with the resources they have, especially if they cannot bring in outside experts. This implies that true change in terms of future teaching and learning initiatives will continue to be unattainable.

7.7 SUMMARY

This chapter revealed that once the CRA policy had been convincingly presented to Senate by Narelle, co-head of the ADU, it was approved to be implemented, but nobody was in charge of this process. While Narelle secured funding and hired me as the CRA academic developer, she and I had no power to ensure faculties would comply. That responsibility was the Heads' but most did not involve themselves in supporting their school champions. Associate Deans had no line management,

and despite the implementation plan stipulating their involvement with the school champions, that rarely happened. The heavy workloads of Heads and Associate Deans impacted negatively on their roles in the project. For the school champions, the role of the ADU was the most supporting factor, and faculty/school hindering factors were twice as influential on them compared to those attributed to the institution. Despite nobody being in charge, nine identifiable trends revealed that DUU was moving in the direction of change, however, true change had not occurred by the official end of the project (December, 2011). The notions of positional, collegial, expert and referent power underpin and help to account for how the different roles of the various actors played out during implementation of CRA.

8. RESULTS AND DISCUSSION: USING THE DL MODEL AGAIN—ACTORS' JUDGMENTS

Bolden, Petrov and Gosling question whether DL is 'just an idealistic fantasy unattainable in practice [because the] bureaucratic nature of HE organisations, with their imbalances of power, authority and resources, combined with recognition and career paths ... are largely at odds with ... DL' (2009, p. 260).

8.0 INTRODUCTION

In Chapter 7, I showed that despite nobody being in charge of CRA implementation and the school champions' role being subjected to multiple supporting and hindering factors, there were a number of identifiable trends in the direction of change. True change (Klein, 2004), however, had not occurred across DUU (see 7.6 for a definition). In this chapter, I combine the judgments of the actors involved (including me) to determine whether there was a collective view about using the same DL model again. As before, the primary emphasis is on the voices of the school champions at the coalface, as the literature about institutional change in HE reveals these are largely absent (see Chapter 2). I also apply a conceptual framework to a selection of vignettes of school champions to account for the consequences of different intersections of power with leadership contexts. I conclude with a detailed list of practical recommendations for a revised DL model. This is accompanied by an equally long list of seemingly unresolvable and complex issues in HE that underlie the nature of my study, and could negatively affect implementation of most of these recommendations.

8.1 SCHOOL CHAMPIONS' KNOWLEDGE OF DL

When asked in their interviews what they knew about DL, 13 school champions said they knew nothing; five described the DUU model; nine contrasted DL with top-down leadership; 12 used one or two words only, with the most common being shared or collaborative (6); and two disputed DL saying it was a fallacy or a myth. These latter school champions mainly critiqued the language of the label DL. One said 'the HE sector use[s] this language as an attempt to be seen as a less hierarchical leadership structure.[At DUU] it's more ... a delegated leadership model'. While the other said 'if they called [the model] "DL", then people would think they had power, and maybe it would be more successful if we did that'. This large range of answers indicates that the cursory induction into their role for only 23 of the 40 school champions did not stress that they were to act as autonomous distributive leaders, leading institutional change in assessment practices. Rather, the induction played down their role from one of leadership to one of acting as a conduit, supporting their respective

schools with assistance from the ADU if requested. To the credit of many, they took the opportunity to exhibit and develop a range of leadership behaviours (see 8.3).

8.2 AUTONOMY AND/OR ANARCHY: SCHOOL CHAMPIONS' JUDGMENTS

As noted in section 7.1.3, the school champions were autonomous, not part of one team or network, and no-one was in charge of them; that is, they were uncoordinated distributive leaders. The leadership acts of the school champions could still be collectively acknowledged by summing or aggregating them across DUU (Gibb, 1954) to help me determine identifiable trends in the direction of change (see 7.5.2.1). Unlike at Grange hospital (Buchanan et al., 2007), described at the beginning of Chapter 7, the school champions *were* subjected to distracting initiatives, and they had ADU support if they wanted it. Thus, they did not have to be totally autonomous. Analysis of their responses to the question about the requirement they be autonomous, revealed two dominant themes as listed in Table 8.1. The predominant one was that DL was a high risk strategy (31 responses) because there was, for the most part, nobody in charge to ensure accountability of the school champions (11) and consistency of implementation (12). As well, the DL model relied on autonomous school champions, most of whom had no formal power or authority (8). Christopher's quote about the conundrum of autonomy and no distribution of formal power typifies the responses.

... it was great to be autonomous ... but it would've been nice to have had some clout ... I'm [academic] B. It's hard for a B to tell an E what to do. Part of the model of the DL is I shouldn't be putting the screws in. It's having the clout to ultimately get the job done but at the same time being that guide on the side. **Christopher**, school champion

In contrast, Brian was in the unusual position of having time, responsibility and authority allocated to the role. In terms of accountability, many Heads ignored CRA, according to the school champions' interviews, and were not supporting them. Don put it bluntly:

... it's good to have a *big dog on a chain* every now and then, you need to let the sucker off to *chew somebody's backside*. If you were a champion and you have no managerial support, in fact, negativity at the top end [from the HoS], well *you've got no dog on a chain*. At that point, your position [as school champion] is fairly untenable, *nothing's going to happen* [in the school regarding CRA implementation]. **Don**, school champion (emphasis added)

Other comments referred to the lack of management and accountability of autonomous school champions as: 'a bit too free', 'the reigns should have been pulled', 'flexible beyond necessity', 'pollyanna-ish', 'a high risk strategy', 'idealistic' and a 'failure'. Allan suggested that the 'danger [with] high levels of autonomy [is] a few rogue elements [school champions] ... not quite getting it [CRA] or getting it wrong'. Simon observed an additional risk in the DL model.

... some people [school champions] *did nothing* so you cannot say that this person's an autonomous champion for CRA, but then they don't do anything about it. So you've got *zero value*. [The DL model at DUU is] *defective* [as it is] using them as autonomous and not managed. [DL] is *just a fallacy*. **Simon**, faculty champion (emphasis added)

Another risk that I dealt with in Chapter 5 is the lack of consistency in selecting suitable school champions.

Table 8.1: School champions' judgments on autonomy

THEMES	FREQUENCY
1. high risk strategy:	31
(i) needed manager with power to ensure:	
• accountability of school champions	11
• consistency of implementation	12
(ii) relied on school champions with no formal power or authority	8
2. suits how academics operate	18

Despite the negative assessment of the DL model as a high risk strategy, 18 responses affirmed that autonomous school champions, with nobody in charge of them and support from the ADU, suited academics' way of doing things. The following three examples tease out different interpretations of what that meant to them (emphasis added in the following quotes). Riley said 'it allowed us to draw on our strengths and our own experience as educators... [thus] it showed some *respect for us*, professionally'. While Ivan commented that, '[because] each school ... has its *own character, personalities and discipline specificities* ... it's actually a *far more creative approach* in exploring what CRA can do'. Patrick gave a more general explanation. He said that for an academic, it is important to 'think you've got control, *some control over your affairs*', hence the 'appeal of the academic life is a level of autonomy'. The implication is that if a DL model was used again, it would have to have someone in charge who not only respected academics' autonomy, but also had sufficient authority (and thus positional power). This leader of the distributive leaders would have to be particularly adept at herding the academic cats from all the different disciplines. As ancient Chinese philosopher, Lao Tzu (c. 500BC) states:

As for the best leaders, the people do not notice their existence. Fail to honour people, they fail to honour you. When the best leader's work is done the people say, 'We did it ourselves!'

8.3 DISTRIBUTIVE LEADERS' JUDGMENTS ON THEIR LEADERSHIP

8.3.1 School champions: Leaders or not?

The school champions were asked whether they saw themselves as leaders and why or why not. The main limitation to interpreting the resulting data is that they were not asked whether they considered themselves to be leaders *before* becoming involved in the DL project. Analysis of their responses revealed two themes as listed in Table 8.2, with the 'yes' response predominating across five subthemes, which were the leadership behaviours identified by the school champions as ones they demonstrated. Some respondents mentioned more than one of these. Together, facilitation, networking and organising comprised over half the leadership behaviours mentioned. Examples from Simon, Brian and Daniella illustrate these subthemes.

I see myself more to be a *facilitator* of change within particular areas of my faculty. I think a lot of it has to do with my communication style ... and ... I didn't make decisions for people, I let them make it for themselves [so] people think that they've done it for themselves. [They] don't know they've been lead. **Simon**, school champion (emphasis added)

I enjoy the aspects of *equality, collegiality, developing consensus*. **Brian**, school champion (emphasis added)

[Mine is] more [a] *democratic* type leadership style with aspects of facilitating, motivating, resourcing, getting information. Making things happen, *coordinating* those efforts. **Daniella**, school champion (emphasis added)

Two examples for the subtheme of managing teams and big changes, referred to being project leader of a team of 15 researchers (Patrick), and overhauling all the units across a degree and reducing the number of them (Riley). The following quote from Freya illustrates the subtheme of mentoring.

I see myself as a leader ... an initiator, monitor, and then seeing the task through to its completion ... It's more a *mentoring, guiding*, how you can do this, this is what you need to do, ... here are the directions and finer detail. Now I'm going to step out and let you get on with it but I'm here if you need some extra support. **Freya**, school champion (emphasis added)

Seven responses were negative, that is, the school champions did not consider that they were leaders. Six of the 'no' responses referred to acting alone, as Holly's quote reveals, while one viewed the CRA project as just a task and not one associated with any form of leadership.

I've never really had a leadership role as such. Yeah, I'll have ideas and send them upwards ... to someone who is a leader to progress them, yeah. **Holly**, school champion

Table 8.2: School champions' judgments on their own leadership

THEMES	FREQUENCY
Yes, leading through leadership behaviours:	26
• facilitation (consensus, collegiality, collaboration)	8
• networking & organising	7
• managing teams & big changes	4
• mentoring and supporting others to achieve	4
• inspiring, motivating	3
No, because:	7
• out of the spotlight or behind the scene	3
• follower	2
• contributor to discussions	1
• just doing the CRA task	1

A possible interpretation of these mostly positive data is that many of these school champions had been wise choices by their Heads, despite the many flaws in the speedy selection process (see Chapter 5); and those who had self-selected knew they were capable of leadership.

8.3.2 Enhancing own leadership through the CRA project: Examples

Nine school champions said the project led to them to developing more confidence and demonstrating a wider range of leadership behaviours. These included how to influence staff and taking on more leadership roles since the project officially ended, for example: coordinating events for the faculty; acting as the school's representative on the faculty learning and teaching committee; and being invited to become involved in other projects. In the following quote, Trisha explains how the CRA project enhanced her leadership skills.

I saw the CRA project as a *big opportunity* [and] it *led to being promoted* from [academic] B to C. I know how to work with staff now, and how to try and start to bring them along with another journey. I find that I get tapped on the shoulder a lot now to do things. [I am] now involved in a whole range of learning and teaching projects [plus] being included in some of the high-level [faculty] meetings. **Trisha** (emphasis added)

An implication of these data is that if the school champions have been chosen wisely, or self-selected, a DL model can catalyse the development of leadership behaviours they did not previously have an opportunity to demonstrate. This information could be useful in justifying and marketing the use of a DL model in the future, especially if those future school or faculty champions were rewarded with recognition for their contribution to the university, such as in the form of a promotion or research funding.

8.4 SCHOOL CHAMPIONS, LEADERSHIP CONTEXTS AND POWER

8.4.1 Conceptual framework

In section 2.4.5, I described Grint's (2005a, 2005b) four generic leadership contexts that were based on a review of 50 years of non-HE leadership. His diagram connected the contexts to levels of commitment to community goals and levels of independence from the leader. Within each context he outlined the nature of the leader, the followers and whether there was consent or dissent. In Figure 8.1, I have integrated Grint's leadership contexts that I am aligning with faculty/school contexts (not institutional ones) with four notions of academic power, reflecting interactions with double-sided arrows. That is, the powers are affected by the leadership contexts, which in turn may or may not be affected by the academic powers of the school champions. This combination provides a 'multiple-lens perspective better suited to understand[ing] complex organisational phenomena' in HE than either framework alone (Kezar & Eckel, 2002, p. 440). In this case the phenomenon was DL at DUU used to implement CRA. This conceptual framework is used to interpret vignettes of a purposive sample of four school champions. These vignettes serve to illustrate the extremes in contexts experienced and the academic powers exhibited by the distributive leaders, which in turn determined how effective they were in their roles.

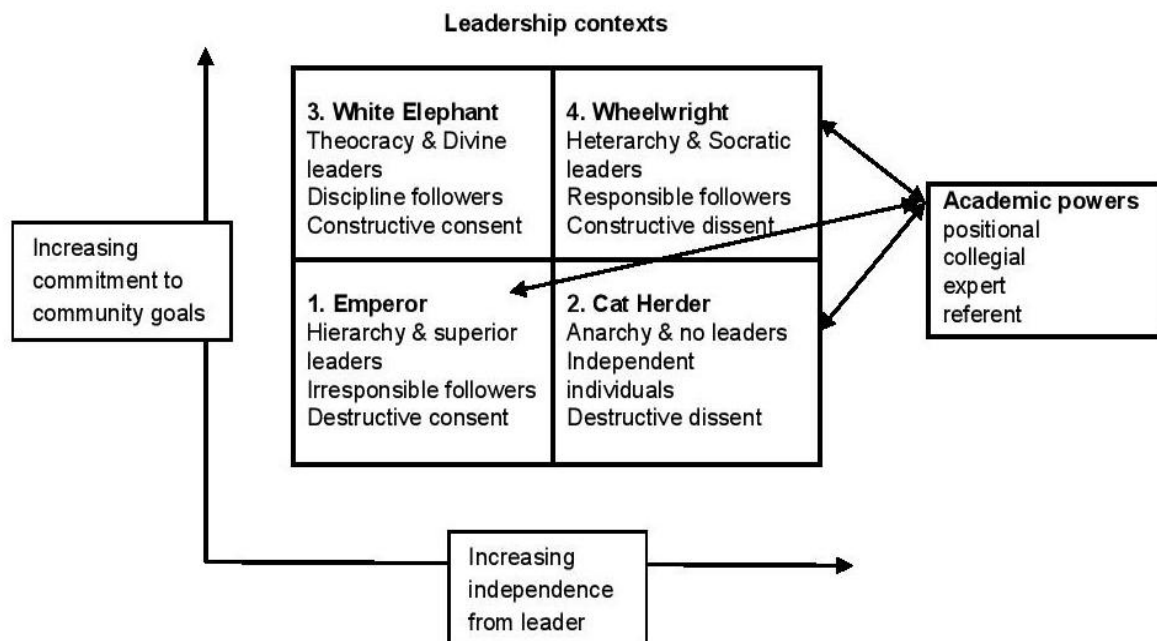


Figure 8.1: Conceptual framework: Faculty/school leadership contexts and power

8.4.2 Application of the conceptual framework to vignettes

The four champions were academic B and represented a range of disciplines and challenges. Simon was a faculty champion while Margaret, Teresa and Holly were school champions. I provide a vignette of each and then apply the conceptual framework to account for the differences in their effectiveness. While there are many meanings of vignette, I am using it to mean a short account to illustrate key features of actual situations reported through individual interviews, to set the scene for further explanation or interpolation (Martin, 2006; Yin, 2011). According to Tam, 'the function[s] of the vignette [are] rhetorical, analytic, and evidentiary' (1993, p. 21). The vignettes illustrate all of these functions.

Vignette 1: Simon—faculty champion

Simon had 50 - 60 staff to support on two campuses (1 & 2). He was hired by the Associate Dean to implement CRA and embed the graduate attributes in all programs and units, and was full-time in the role. Thus he was accountable and responsible even though he was academic B. He initially had five school champions working with him until two left the university after a year. As well, he had some experience with CRA but not in the tertiary sector. To reduce resistance, he was not allocated to a school even though he taught one subject in the faculty. He did encounter resistance 'from a minority ... but those people disappeared' (resigned). Initially he accessed my help extensively and attended many workshops that were in other disciplines. In his opinion, he was 'very effective' because he 'already knew [his] leadership style' [which was] 'supportive ... and driving to make sure these things happened'. The TEQSA audit (see 7.5.2.5) commended the comprehensiveness of his work.

Based on my knowledge of, and multiple interactions with Simon, as well as observing him with staff when I was invited to his faculty, I can attest to his collegial, expert and referent powers. Even though as academic B he had no line management, as faculty scholar he had positional power and was given the necessary authority by the Dean. Thus he had all four academic powers (positional, collegial, expert, referent), which he used astutely to influence academic staff. He acknowledged that his communication style, which I am aligning with that of the Socratic leader, is his greatest asset which gave him his referent power. Using Grint's accounts of leadership contexts in section 2.4.5, I consider Simon to be operating mostly in the *wheelwright* quadrant throughout the project, although on occasions he had to be a *cat herder*. As a wheelwright leader he recognised his limitations and helped staff to become committed to the organisation's goals. That is, he helped them act responsibly to implement CRA and the graduate attributes—thus the wheel of autonomous academics was moving in the faculty, with some exceptions. He assesses his growth in the faculty champion role in the following quote.

It took me two full years. I learned to be more patient ... I also learned how important it was to be flexible in my own opinion. You know what works for one unit may not work for another. And I also learnt—I mean I already knew this, but it reinforced the fact that *every decision had to be made by the academic*. If I make a decision for them, it will not be long lasting. **Simon**, faculty champion (emphasis added)

Because of his success in leading the project in his faculty, he was invited to teach the Innovation in Leadership unit as part of the Grad Cert (UL&T).

Vignette 2: Margaret—school champion

Margaret had 22 staff to support on two campuses (1 & 2). She self-selected and had no time formally allocated to the role. The mostly male staff were highly resistant to change, not helped by what she described as the previous HoS's 'aggressive leadership', which I witnessed. Plus there were 'jealousies, tensions and academic rivalry'. Instead of organising staff workshops with me, which she said would be a waste of time, Margaret and I revised one of her second year units and developed a rubric for a task. She was too apprehensive to present this with me to a school meeting where both Heads were present. After intense grilling by both of them, I presented some practical ideas that resulted in a breakthrough. The new HoS was immediately on board and later appointed year level CRA coordinators to work with Margaret, who now had borrowed authority from the HoS. With the work we did as a model, Margaret successfully managed implementation of CRA across the school by: setting up year level teams, establishing a 'repository of examples' developed across the school, mentoring staff and providing quality assurance.

Margaret was one of the few school champions to have very strong support from her HoS. Before that occurred, she was unable to contemplate herding the academic cats. Once she had implied authority, she 'let the HoS know [of pockets of resistance] and[the HoS] raised it in these particular people's performance management interviews because they're just basically noncompliant with the university requirements of the job'. Implementation only commenced when Margaret had all four powers, with borrowed positional power from the HoS. Though not as expert as Simon in CRA, she had much more expertise than her colleagues. Her referent power came from being trustworthy as a long-serving staff member. Using Figure 8.1, I consider Margaret to have been an effective *cat herder*, even though Grint says it is an impossible task because staff are anarchic (Cranfield University Learning Services Team, 2007, paragraph 10). Her leadership role and ability to influence changed over time as staff saw the benefits of CRA, developed their knowledge and skills and they gradually became independent of her, as the quote below explains.

It's [CRA] really a massive change of approach and academics are spiky. Let's face it. By and large, there is a lot of ego involved in academe ... if they feel that they haven't been persuaded, that they've been challenged and told what to do, you're not going to win. *It's just a matter of persuasion* and it's not always easy ... you need to provide rational reasons for what you want them to do. In the main, the *people were just grateful*. It just makes things so easy for them, saves them a lot of work, saves them a lot of grief from students complaining and it's also a good system. CRA did not cause the negativity that still exists. It's just that their attitude to CRA

reflects the general negative attitude to other things. **Margaret**, school champion (emphasis added)

In contrast to Simon, I consider Margaret to be operating mostly in the *cat herder* quadrant, but by the end of the project she was more of a *wheelwright* and staff were becoming more autonomous in relation to CRA. Because of the initial high level of resistance and a culture of fear of change, it took time for her to start the wheel of change to CRA moving.

Vignette3: Teresa—school champion

Teresa was selected by her HoS and willingly took on the role. She was a teaching-intensive academic B and the CRA project was factored into her workload. She was required to support only the 15 academics on campus 2, not the other 15 on campus 1 for reasons I am unaware of. By being one of the first school champions to contact me after I commenced at DUU, she showed she wanted to be an early adopter and take advantage of the support I offered. Her confident, calm and collegial approach, plus her 20 years' experience at DUU were assets in the role. Together we planned an initial full-day workshop she suggested that was about revising one of her units which was compulsory for 8 programs. This showed staff she was willing to have one of her units as a CRA 'guinea pig'. Later she came to me with staff proposals to learn how to improve their exams. I conducted three workshops using exams they offered me, after Teresa and I agreed on a suitable approach.

Similar to Margaret, Teresa had the support of her HoS. The key difference between Teresa, Margaret and Holly is that Teresa had, at the start of the project, referent power as well as collegial power in my opinion. I support this judgment based on the many opportunities I had not only to work with Teresa, but also to observe staff interactions with her. Despite Teresa having only two of the four academic powers, she was highly influential. This suggests that there are levels of these powers—her collegial and referent powers were very strong. For example, when some discussions about modifying exams to improve the challenge of particular questions became a bit heated from some of the academic staff, she would quietly, calmly and gently intervene. She would reinforce the message that I was there to help and not judge, and that they should take the opportunity that was offered. Thus she pacified and unified staff and much was subsequently accomplished. Later, I had positive feedback about how the strategies I introduced staff to had improved student success with exams.

Teresa had the advantage of a mostly collegial staff. They were, primarily, not cats to be herded. Her leadership context is, in my opinion, more that of the *wheelwright* than the *cat herder*. While she was not as successful as Simon or Margaret in terms of helping staff implement CRA across most units and programs, she consistently acted as a *wheelwright* as she very slowly helped the wheel of autonomous academics to turn in the direction of change to CRA. Perhaps the wheel would have turned more quickly had Teresa involved the HoS more. Teresa's vignette illustrates that collegial and referent powers, even if they are strong, are insufficient to catalyse sufficient momentum to achieve

even partial implementation of CRA. In her interview, she revealed she had never led a teaching and learning project involving all staff. The quote below illustrates her unpreparedness for the role and her lack of recognition of her capabilities.

I think I was *surprised* that I managed to get certain staff on board with it [CRA]. There are always some that are a bit cynical about things and there were a couple that I was surprised came on board a lot earlier than I thought they would. I don't know if that was just because of *the way I approached this* within the school ... I think whenever you're in a leadership role, you *discover skills that you didn't know you had* so I think I'm always learning more about myself as I continue to take on more leadership roles within the university. **Teresa**, school champion (emphasis added)

Vignette 4: Holly — school champion

Holly had four staff to support on campus 2 but was based on campus 1 and worked two days per week in a different school. The HoS told her by email that she was the school champion. The tiny school taught only 30 postgraduate students in one of two programs fully online. Holly taught one of the units. The school had six different Heads in ten years, limited staff meetings and was in danger of closing. One of the staff had designed the programs, units and rubrics, and refused to make them available to Holly who was too frightened to face her, labelling her (Roz) a road blocker. Holly cried during her interview as she recalled the situation. She assured me she had a 'great relationship' with the other 3 staff, but one of them, Kay, told me they did not like her. To try to progress CRA, Holly asked Kay to obtain the materials from Roz and ask me to run two workshops for staff, excluding Roz whom Kay said they were all afraid of. During the second workshop, Roz arrived unannounced and demanded to know what I was doing there. I watched three staff visibly blanch.

I knew little about Holly even though she had attended several of my discipline-specific workshops. She rarely interacted with me and mostly kept to herself, giving me the impression she was not very collegial but she may have lacked confidence. I concluded she had no academic power and hence no ability to influence academic staff, based mainly on her interview and the phone call from Kay. Plus Holly had no support from the HoS or the program coordinator, Roz, whom she said were 'difficult personalities [who] had a good relationship [with each other]' but not the rest of the staff. Holly therefore considered the HoS to be another road blocker, resulting in a school with a dysfunctional culture because of two people with power. That is, the HoS had positional power, and Roz, because of her close personal association with the HoS, was viewed as having borrowed positional power.

I think if it's [implementing change] not done within a culture where the whole school's onboard, it's really impossible to actually move forward with it. [With] Roz fighting for her program, and then for me to come and question [it] ... from another perspective [CRA], Roz felt threatened. I used Kay to invite you [Moir] to do a workshop, *just to keep me out* and not give Roz an opportunity to derail it. **Holly**, school champion (emphasis added)

The leadership context in this school, from Figure 8.1, appears to be what Grint (2005b) states is the most typical, that is the *emperor*, who in this case has a deputy emperor. The small number of staff were in fear of both, but only said so to me. In this context, Grint says this behaviour of not saying anything to their leaders about their behaviour means that staff are consenting to the destruction of their leader and maybe the organisation (Cranfield University Learning Services Team, 2007, paragraph 9). The frequent turnover of Heads, infrequent staff meetings and the constant fear of the school closing over 10 years are evidence of the emperor leadership context in operation. That is, followers are 'only marginally committed to the organisation's goals' and dependent on the leader rather than taking responsibility (Grint, 2005b). With my help, all that was achieved with three staff (excluding Holly and Roz) was the revision of learning outcomes for one unit and development of a partially-completed rubric for an online task. Holly had no academic power, therefore no credibility or trustworthiness (Lunenburg, 2012), and was faced with what she referred to as a 'very, very difficult culture'—low morale, politics, personalities and road blockers, which were the actions of just two people. As a result of the intersection of a school champion with no academic power and an emperor leadership context, little was achieved in terms of CRA, and even that was at arm's length from Holly—'to keep me out' she says in the above quote. She commented at the start of her interview—'I'm gonna be your worst case scenario in your series of interviews'—which proved to be a prophetic statement.

To put these four vignettes in the whole of DUU context, the leadership contexts for all the school champions are summarised in Table 8.3. These allocations to the four categories of emperor, cat herder, cat herder → wheelwright, and wheelwright, are approximate as they are based only on the interviews plus my observations and interpretations. Some school champions used the title cat herder or referred to themselves as herding cats. None used the term wheelwright and neither did I during interviews, as at that stage I had not discovered Grint's leadership contexts in the literature. There were six school champions who started as cat herders and evolved into wheelwrights during the project as their leadership skills and confidence improved, and staff gradually changed their attitudes towards CRA. Those I have categorised as cat herders for the whole project had other challenges related to the culture and size of the school, the school champions' capabilities and academic powers, and whether they had time in the role.

Table 8.3: School champions' leadership contexts

LEADERSHIP CONTEXT	EMPEROR	CAT HERDER	CAT HERDER → WHEELWRIGHT	WHEELWRIGHT
Number of school champions	1	15	6	5
Example	Holly		Margaret	Simon, Teresa

Table 8.3 confirms the widely-held assumption that leading academics is like herding cats (e.g. Atlay, 2006; F. Brown & Moshavi, 2002; Deem, 2010; Lohmann, 2002; C. Morgan & Roberts, 2002). However, within those 15 cat herders, comprising 55.6% of all school champions, I was unable to determine a truly representative case because of the wide variability in their individual contexts, selection, demographic features and academic powers. Eleven school champions could be described as having *wheelwright* capabilities either at the start of the project (5) or by the end of the project (6). This meant that they were *distributing* leadership of CRA to others in their school, a leader-follower relationship had been developed, and that staff (responsible followers) were becoming *autonomous* CRA leaders (Grint, 2005b).

Compared to all the other school champions, Holly's case could be classified as an *unusual, extreme or deviant* one (Flyvberg, 2011; Seawright & Gerring, 2008) as there were no other school champions whose experiences or contexts were similar to hers. She was the only school champion I considered had *none of the academic powers* and she was trying to commence supporting CRA in the *emperor leadership context*. While only a few school champions became emotional (mainly angry) during interviews, only Holly cried at the way she was treated by the emperor and deputy emperor. Because she had no academic powers, was a part-time academic on another campus, she should not have been chosen as school champion because the likelihood of her being effective in the role was very slim. However, that decision may have been a deliberate ploy by the HoS to ensure CRA would not be implemented in the only two programs offered in the school. That is, the empire, even though it appeared to be crumbling, was being protected by his resistance to senior management and institutional change. By selecting Holly, the HoS solved the CRA problem by making the school administratively compliant. However, he was *not distributing leadership* to her or supporting her, thus ensuring that CRA implementation would not even commence. His deputy emperor was complicit by not making her two programs and their units available to Holly. Had he chosen one of the other staff who had some academic power, the end result would most likely have been the same; that is, effectively thwarting change he did not initiate.

In summary, application of the conceptual framework to four vignettes of school champions provides initial insight into some of the important factors affecting whether they were able to influence their colleagues to change assessment practices. As Nelson and Quick (2012) observe, power is the ability to influence someone else, which is a feature of a leader (Nash, 1929). Excluding faculty champion Simon, perhaps CRA implementation would have been more successful if the school champions had been selected, or self-selected, based on whether they had at least three of the four academic powers. This suggestion implies that the Heads would have to have had a thorough knowledge of their school champions' academic powers, and thus made a more considered decision

when appointing them. Ideally, the school champions needed borrowed positional power (authority) and this should have been because all Heads supported their school champions in the CRA project.

For most, however, this was not the case—typically they had collegial power in common and only two had expert power at the start of the CRA project. Referent power which 'develops out of admiration for another' (Lunenburg, 2012, p. 4) seemed to be held by very few. For example, I observed staff in her school showing admiration for Teresa by seeking her opinions and advice—evidence that she held referent power in their eyes. School champion Simon identified only one of the 50-60 academics in his faculty (a school champion), as a trustworthy colleague with referent power whom staff would willingly allow to influence them. As Grint points out 'the power of leaders [the school champions in the case of DUU] is a consequence of the actions of followers rather than the cause of it' (2005b, p. 3).

8.4.3 The conceptual framework: Accounting for the messiness of change

Application of the conceptual framework to the vignettes illustrates that it can account for some of the messiness of change in HE and may have predictive value. That is, a DL model, regardless of what the institutional change was, would only work in some faculty/school leadership contexts and not others, for example the emperor context. Distributive leaders who could function as wheelwrights with at least three of the academic powers, and with sufficient time, would be more effective than cat herders. Thus selecting the most suitable distributive leaders requires considerable care to ensure successful implementation (see Chapter 5). A caveat to this statement is that it is questionable whether a wheelwright or cat herding school champion could function effectively in an emperor leadership context. In other leadership contexts, school champions' can become more confident distributive leaders, as Margaret's vignette illustrated. She metamorphosed from cat herder to wheelwright with the borrowed authority of her supportive HoS. In her case, being involved in the DL model gave her an opportunity to develop and demonstrate an extended repertoire of leadership behaviours. The conceptual framework could be made more complex by overlaying the institutional leadership context of the senior management team (which in the case of DUU changed in the last year of the project), plus national and international contexts (see 2.1, 2.2 and 2.5).

While there have been numerous literature reviews of leadership behaviour at department and school levels (e.g. Bryman, 2011), there have been few below those levels. Two of Bryman's cautions from his literature review about formal leaders apply to informal leaders, as confirmed in my application of the conceptual framework to the vignettes (see 8.4.2). The first caution concerns '*especially significant*' leadership behaviours of effective school champions, namely: they need to be able 'to foster a collegial atmosphere and advanc[e] the [school's] cause [without] undermining ...autonomy [or] damaging the commitment of academics [emphasis added]' (Bryman, 2011, p. 158,

160). The implications are that future school champions should be selected based on exhibiting collegial power and having some level of expert power to be able to advance a cause with colleagues.

The second caution concerns '*the problem of context* [emphasis added]' (Bryman, 2011, p. 157) which I also explored via the vignettes (see 8.4.2). Bryman observes that in HE research about leadership, 'there is little consideration of the issue that leader behaviour that works in one context may not work in another' (2011, p. 157). As demonstrated in section 8.4.2, my conceptual framework provides a starting point for exploring this issue. Bryman's observation suggests that a formulaic approach, such as requiring future school champions to have all of the academic powers listed in my conceptual framework, would not be practical. As I revealed in the analysis of the vignettes, two of the effective school champions did not have all of the powers, and thus did not demonstrate a fixed set of leadership behaviours. As illustrated in section 2.1, the HE context is increasingly one of constant change; where research, rankings and the threat of retrenchments are all pervading; and there has been a decline in collegial decision-making (see 2.1.2.3). While selection processes for school champions could possibly be improved for future teaching and learning projects, it is doubtful that within this HE context, the leadership contexts Grint identified (see Figure 8.1) would alter. Hence future school champions would most likely face similar challenges to those in the CRA project. In section 8.5, I explore what the various actors thought of the DL model and the prospects for its use in the future at DUU.

8.5 USING THE SAME DL MODEL AGAIN: JUDGMENTS FROM ALL ACTORS

8.5.1 School champions

In this section I commence with the school champions' judgments on the DL model because their voices as informal leaders are rarely heard in the literature on HE whole-of-institutional change in teaching and learning (Bryman, 2007; Scott et al., 2008). I asked them would they use the same model to implement future change at DUU. There were three main themes: no; yes and no (depending on a number of variables); and yes. I split each of the yes and no themes into two subthemes. School champions often gave yes and no answers as they identified, for example, that they valued autonomy, which was a key feature of the model (coded as yes), but there was nobody in charge (coded no with a reason). Some interviewees said yes to using the same model with changes, coded to 'yes (ii)', then added that in the current HE climate facing DUU the model would not be used because it would affect the research output of school champions and possibly lead to their retrenchment (coded to the 'yes and no' category).

8.5.1.1 Mixed opinions about using the same DL model again

Table 8.4 provides a summary of the main themes and subthemes. It shows that, if only the no and yes themes are considered, there is a difference in frequency of responses—45 compared to 36 from 27 interviewees. This result appears to favour using the same DL model to implement future change. However, comparing the frequency of responses in the following themes, 1(ii) 'no with reasons' and 3(ii) 'yes with changes', reveals no real difference—33 compared to 36. The seemingly contradictory results in the table confirm academics' capacities to carefully consider all aspects of the DL model they experienced differently in their respective school contexts. The school champions were arguing both sides when responding to me and justifying their opinions. For example, in Table 8.5, theme 2 (yes and no) each response was a combination of arguments for and against using DL. Riley comments that DL worked well because 'we had a quite *a long time* to allow it [CRA] to evolve [emphasis added]' but she would not use DL for an urgent change. Thus it would depend on the policy. Patrick agreed, but related the choice of DL model to the local context.

If it was something that really sold itself, some brilliant idea that most people would see straight away [and] you had consensus ... I think probably DL would work. It would be the obvious way to do it. [However] because people just don't like change, sometimes [it] has to be imposed [by the HoS]. I can see it [DL] would work in certain circumstances or certain schools or disciplines but not in others [*contexts*] ... because they're so different. **Patrick**, school champion

Table 8.4: Themes and subthemes of school champions' responses to using the same DL model again

THEMES AND SUBTHEMES	FREQUENCY
1. No	36
(i) without reasons	3
(ii) with reasons	33
2. Yes and no depending on policy, context, time, resources	7
3. Yes	45
(i) without changes	9
(ii) with changes	36

What is clear in table 8.4 is that of the 45 responses about using the model again, 36 were about the need for changes to it, indicating it had problems in its implementation. Table 8.5 expands Table 8.4 to reveal the categories within the main subthemes. I discuss only those categories with four or more responses (the full dataset for Table 8.5 is available in Table B.7, see Appendix B).

8.5.1.2 Challenges to using a DL model 'now': Power, risk, upheaval, peaks and troughs

In the subtheme, no (ii) with reasons, these categories were school champions' challenges (14 responses), it won't happen now (13 responses), and DL as a *high risk* strategy (4 responses). While there were six challenges listed by the school champions, the predominant one was not having any

power distributed (5). I assume this refers to positional *power* (and therefore authority) rather than collegial, expert and referent powers, because most had no formalised positional power (see 8.4.2). In the 'it won't happen now' category, the *upheaval* at DUU had a stronger influence on responses than the lack of power (9 compared to 5), and was also mentioned in answers to a separate question on factors that hindered the school champion role (see 7.1.2 and 7.4.2.1). The new standards that were introduced by the senior management team to improve rankings referred to required research output (see 2.1.2.4), grant application success in specified dollars, plus indicative teaching evaluations. Four responses referred to the negative impact that a DL model would have on research time as one of the challenges. If academic staff felt they could not reach these standards in the time that was set, they were offered redundancies, which is an increasingly common strategy in the sector to improve rankings (see 3.1.1.4). This situation influenced school champions' responses to the DL model of change, as Don's despairing quote illustrates with his numerous negative analogies (in italics).

... when you start ... making life unpleasant then *people jump over the side* and they started to do this 12 months ago. They've threatened to sack me a year ago. And once you start [sacking], people start saying "Well, I'm *not interested in playing in the sand pit* anymore." [In our school], we're down to fewer than 50% of staff ... losing leadership and [university] skill sets, it's the *last man standing*. Continuous change is a good thing. Catastrophic change is a bad thing because suddenly [it] just guts an organisation. **Don**, school champion

Trisha summarises the general sentiment in this category ('it won't happen now'): 'with all the other things we are asked to do [to improve rankings], [CRA] was a drop in the ocean compared to everything else now'. Four responses related to riding the wave or similar metaphors; that is, the cyclic nature of the drive to improve rankings (mainly through research output) followed by concerns for declining teaching standards, leading to an emphasis on improving student evaluations. In his more than 20 years at DUU, Lionel has seen this cycle repeated many times.

Sometimes you get the research wave at the moment it's coming into the beach, and five years from now it could be the teaching wave. It's like you [have] ... those *peaks and troughs* and depending on your perspective, whether the peak or trough is teaching or learning. Five years from now they'll [the new senior management team] all be gone, and *the cycle starts again*. **Lionel**, school champion (emphasis added)

One implication is that when the 'peaks' are research and the 'troughs' are teaching and learning, then it would be unlikely that a project such as CRA would even commence, regardless of the proposed model of change. Another negative implication is that when the 'peak' is again teaching and learning, long serving staff may be reluctant to engage in another whole of DUU project (as CRA was) because they are aware of the cycle. As Pauline comments, 'it make[s] people terribly cynical, and you just think, well I hope we haven't done all this [CRA] work for nothing'.

The next category in this subtheme, that the DL model was one of high risk, ties in with Pauline's comment. Katrina considers that the model was 'an experimental path', foreign to the way HE

influences change because 'you couldn't really predict [what would be encountered]', hence, according to Simon it cannot work in a big organisation such as DUU.

Table 8.5: Subthemes and categories of school champions' responses to using the same DL model again

SUBTHEMES AND CATEGORIES	FREQUENCY
1. No	36
(ii) no with reasons	33
• school champions' challenges	14
– power not distributed to champions	5
– research time affected	4
• it won't happen now	13
– DUU upheaval: retrenchments, faculty restructure, new standards	9
– riding the wave	4
• high risk strategy for HE	4
2. Yes and no: depends on policy, resources, time, school context	7
3. Yes	45
(i) with no changes	9
• autonomy valued	4
(ii) with changes	36
• improve selection, induction, reward of champions	14
– improve selection	6
• have someone in charge of school champions	13
– to ensure more accountability of champions	5
• improve communication	9
– better communication networks	5

8.5.1.3 Use the DL model again with changes

Only nine responses referred to using an *unchanged* DL model again as listed above in Table 8.5, theme 3(i), with four of these about DL valuing their autonomy, typified by the following quote:

... you acknowledge people [school champions] for their skills and ... you give them as much information as they need and then let them go and do their own thing and touch base with them and support them. I think that model is good. **Rhiannon**, school champion

Thirty-six responses in Table 8.5, subtheme 3(ii) yes *with changes*, referred to the following three categories of changes to the DL model if it was used again.

(i) *Improve selection induction and reward of school champions (14 responses)*

In this category, 'improve selection' has the most responses (6). In this chapter, the question to the school champions focussed on the model not selection, as I was seeking holistic views of the model at DUU, not school champions' individual selection processes (investigated in Chapter 5). Brian, a very successful school champion with collegial staff, took a whole-of-institution focus to answer this question. 'I'm quite comfortable with it [DL] as a model as a way of working. It's like teaching. You shouldn't ever do things where you set people [school champions] up to fail'. He explains how he would improve selection and reward processes for school champions to avoid failure and involve Heads more.

(ii) *Have someone in charge (13 responses)*

In this category, 'to ensure more accountability of school champions' had the most responses (5) as to why there needed to be someone in charge (see Chapter 7). Karen summarises the essential conundrum facing Narelle, the author of the implementation plan; that is, the possible negative repercussions when academic autonomy and positional power intersect.

If I was implementing a university-wide change, I would try to have *somebody leading it at the high level to have authority* to intervene with the [school] champion. I can appreciate that there could've been a political reason not to [do that] because there *could've been more of a backlash* or more resistance [from academics]. I would want more *accountability* [for implementation] built in. [For example] if the champions aren't [performing], there really needs to be [intervention so they perform] or replace them. **Karen**, school champion (emphasis added)

(iii) *Improve communication during and on completion of the project (9 responses)*

In this category, the need for better communication networks had the most responses (5). These included a range of comments. David thought that communication about CRA *during the project* should have been from the HoS or Dean, which did not happen in his faculty. While Ivan said [communication about CRA] 'has to be delivered by the tallest horse [the Vice-Chancellor], because it's core business'. According to Daniella and Gareth, there was no information *at the end of the project* about what the CRA outcomes were for DUU, indicating that the TEQSA (2012) government audit report had not been circulated by the senior management team (see 7.5.2.3).

In summary, the school champions evaluated the DL model to reveal what they considered its advantages and disadvantages, and suggested changes. Some expressed strong concerns that any DL model would not be used in the future if its focus was on changes to teaching and learning because of the strong research imperative pervading HE.

8.5.2 Other interviewed actors

The other actors—academic developers (Narelle and Stephanie), Associate Deans and nominees of the DVC—were asked a similar question about using the DL model again to implement university-wide change. Table 8.6 provides a summary of the main themes and subthemes from their collective responses. As with some of the school champions, the Associate Deans and nominees of the DVC identified advantages and disadvantages of using the same DL model again. In contrast, the two academic developers only argued yes with changes, making nine suggestions. In terms of frequency of responses, the yes theme (24) had twice as many responses as the no theme (12). When I remove the academic developers' responses, the yes theme has 15 responses confirming that many of the other interviewees were ambivalent.

Table 8.6: Themes and subthemes of other interviewees' responses to using the same DL model again

THEMES AND SUBTHEMES	2 ACADEMIC DEVELOPERS	8 ASSOCIATE DEANS	2 NOMINEES OF THE DVC	TOTAL 12 INTERVIEWEES
Frequency of responses				
1. No		11	1	12
2. Yes and no	2	2	4	8
3. Yes	9	7	8	24
(i) without changes		4		4
(ii) with changes	9	3	8	20

Table B.8 (see Appendix B) expands Table 8.6 to reveal the categories within the main subthemes. *As these interviewees gave some similar responses to the school champions, I am only presenting those that differed.*

8.5.2.1 Involve the Heads not the Associate Deans

The academic developers' and the Associate Deans' suggestions did not include having someone in charge of the school champions. As well as retaining the Associate Deans 'in charge' of the school champions (as in the original model she developed), the co-head of the ADU, Narelle, conceded that the Heads should be more involved in a revised DL model. Yet as I explained in section 7.2, the Associate Deans were not in charge as they had no line management of the school champions, hence they did not endorse retaining this as an option for a future DL model.

8.5.2.2 Negative judgments of the DL model by Associate Deans

While the academic developers and nominees of the DVC were more positive in their judgments, there were numerous negative ones from the Associate Deans. These included that the DL model was: 'an experiment in leadership', 'rather fuzzy', 'a recipe for anarchy', 'a fad', 'dangerous on a

number of levels' and 'not suited to managing autonomous professionals'. This last comment contrasts with the four school champions' comments that the DL model valued their autonomy and hence they would want to see this feature retained in a future DL model (see Table B.7).

8.5.2.3 Improve the DL model with fewer champions and less autonomy

There were originally 40 school champions but these numbers fluctuated as staff left or no longer wanted to be in the role, leaving the number hovering around 35. Comments about improving the DL model for the future referred to having fewer champions (2) with less autonomy (3) so they could be better controlled to ensure consistency of implementation. For example, nominee of the DVC, Joseph, suggested 'not allow[ing] full autonomy from the beginning [plus] hav[ing] more structure [such as] regular meetings [to provide] input and feedback'. Two Associate Deans' comments supported this suggestion of having more control over the processes of change, with Paula stating that 'autonomy has to come with complete commitment to the project'. With too many autonomous school champions, multiple, varied school contexts, and nobody in charge, the original DL model '[was] too unwieldy ... [implementation] spluttered along [because] ... it [was] like herding cats' according to nominee of the DVC, Gordon.

8.5.2.4 DL versus top-down

Two comments by Associate Deans indicated that they felt any policy *should* be implemented by all academic staff (the top-down approach), which would make DL and school champions unnecessary. Nominee of the DVC, Joseph took a more nuanced stance, relating the choice of change model to the nature of the policy, explaining that DL was 'perhaps the better way to go' because more time was needed to change assessment practices. Rather than advocating for either the DL or a top-down approach, Associate Dean James acknowledged that both were necessary:

I'd applaud Narelle's, [author of the implementation plan] aims and I think I probably would have looked for ways to do it [implement CRA] in very similar ways ... *to ensure that the disciplines feel that they own it and it is not imposed from above*. But the pragmatics of it are that, as somebody in senior administration, ...you look for 'done' on the one hand, but where it's not going to happen you'll find other ways. **James**, Associate Dean (emphasis added)

8.5.3 Academic developer employed to support school champions

I had reservations in the beginning about how the DL model would function. As I explained in section 3.2, I had previous experience with a Queensland government body (the Board) that, in hindsight, was a well-designed example of DL, albeit fully funded. This example demonstrates that DL is possible under unique conditions. However, the Board's context does not compare to the complexity of a university (see 2.1 and 2.2), as the quote from Gray and Radloff illustrates: 'A number of studies [in HE] have shown that change is *notoriously difficult to achieve* [emphasis added] in universities given

the nature of academic work, disciplinary traditions, the notion of academic freedom, and approaches to performance management' (2006, p. 88).

I also explained that I had experienced DL at a large Australian university (see 3.2.2.2) after working at the Board, although the model was not labelled DL. Their model did not achieve much for a number of reasons: there was no implementation plan with specified timelines and targets to achieve; nobody was in charge of the nine autonomous distributive leaders and only two had any CRA knowledge (I was one of those); eight were academics who were 50% in the role, while I was a full-time academic developer; and there was no monitoring or reporting of CRA implementation other than my quarterly summaries of workshops and presentations for the Head of the ADU. When I arrived at DUU, I had read the implementation plan and had vast resources developed at the previous university, so I was expected to hit the ground running according to my line manager, Narelle, co-head of the ADU.

My initial concerns were about the level of preparation of the school champions. I was not told how they were selected and did not find out what the initial induction involved until much later. As well, according to the implementation plan, there was to be a CRA team from the ADU working with me, plus the Associate Deans were to be central in their role of monitoring and closely working with the school champions. Needless to say, I was not surprised to find out the induction was superficial and the plan was not being followed. In essence, I was the DUU champion. I had collegial and expert power, and eventually referent power as academics became comfortable with me. I was to support autonomous school champions if they asked me to. Unlike the DL model at the previous university:

- at DUU there were many more school champions but most had no time allocated to the role, except for Simon (a faculty champion)
- DUU was about half the size although it had more campuses
- I had access to an expert to help me establish and populate the CRA website
- the project was extended to four years with funding
- I was given full autonomy and minimally supervised.

Before I conducted the research for this study, I judged the DL model at DUU as superior to the one at the previous university mainly because there were more school champions (almost one per school), and the willingness of many to be involved at a much smaller university. This made the project more manageable for me. Having the time for the project extended made a big difference in that CRA could become more embedded. Plus I had more time to build a comprehensive website with staff that covered more disciplines and assessment tasks than the one I developed at the other university. As I revealed in section 2.5, when comparing the DUU project to 20 national and international ones, the only feature in common was the involvement of the ADU. This means there is

no agreed DL model that has been verified as effective by empirical evidence. That is, there is no benchmark.

8.7 RECOMMENDATIONS FOR A FUTURE DL MODEL

8.7.1 Issues affecting recommendations

In devising these recommendations based on my synthesis of the actors' judgments above, I am cognisant that they are *a set of practical ideals that are unlikely to be implemented* at DUU in the future. This is because there are so many seemingly unresolvable and complex issues (which I explored in previous chapters) that most likely will render any recommendations impotent. The main issues that had an impact on the CRA project are:

- the constantly changing national and international HE context and the drive to improve 'quality' (see 2.1, 2.2)
- the contested nature of HE concepts: mainly leadership, quality, DL, collegiality (see 2.3)
- the drive to increase research and improve national and international rankings, resulting in staff retrenchments (see 2.1.2.4 and 3.1.1.4)
- that teaching and learning initiatives currently are not as valued as research, hence unlikely to influence promotion (see 2.1.2)
- the increasing workloads for all academics (see 5.1.4, 5.1.5, 5.1.3.3 and 5.3)
- the interactions between notions of academic power and leadership contexts in schools and faculties (see 2.1.2, 3.1.1.3, 7.1.1, 7.4.4 and 8.4)
- the impact of changes in senior management personnel (see 7.1.2)
- the challenging role of the ADU in supporting policy implementation (see 7.0 and 7.1).

8.7.2 Recommendations

For the DL model at DUU to have been more effective in achieving full implementation of CRA in all programs and units, the following changes are suggested. In devising these, I have been influenced by the interviewees' perspectives, my own experiences of DL, plus how the following universities in my scan (see 2.5) implemented what appeared to be successful DL models: Glasgow Caledonian University, Oxford Brooks, and Leeds Beckett.

1. Instigate the three suggestions by Kuh and Hutchings (2015) to help DUU cope with initiative fatigue (see 5.3) so that sufficient time can be allocated for implementation of change without competition from multiple initiatives. These are: reduce fatigue of those typically selected to lead change by halting implementation of new initiatives for one year; reduce the number of

initiatives by devising guiding principles to combine related changes and reject the rest; and reward those who become involved in change.

2. Select faculty champions for the particular teaching and learning change and appoint them at academic D or E. They would mentor, support and coordinate the work of the school champions in their faculty and liaise with the ADU. While they would be in charge of the school champions, these faculty champions would not have line management of them. This would remain with the Heads. The success of faculty champion, Simon, at DUU has strongly influenced this recommendation, even though he was academic B. I consider the faculty champion should be at a higher level than B to acknowledge the importance of the project and so the incumbent would have sufficient positional power to support and influence the Heads.
3. In relation to faculty and school champions:
 - (i) Selection (including self-selection) should be based on criteria related to the nature of the change, and both groups of champions should have collegial, expert or referent power as determined by their peers; sufficient school champions should be appointed to each school to ensure equitable workloads in terms of number of campuses and staff to support.
 - (ii) Labelling: see 6.3.2 for suggestions for label creation for change agents in HE as the labels of school champion and faculty champion are not suitable identity badges (I am using them for convenience in these recommendations).
 - (iii) They should be allocated sufficient time in the role, commensurate with the nature of the project, and undertake it for at least three years and be eligible for promotion if successful. In the DUU project only one school champion, Trisha, achieved promotion (to academic C) based mostly on her involvement in the CRA project. This was because one selection criterion was experience in implementing change across the school and she was the only applicant from her school who had that experience.
 - (iv) During their three-year appointment: they should collaboratively conduct research into the teaching and learning change they are supporting; publish their findings; and report these at conferences, with support and mentoring by the ADU. In the DUU project only one school champion (of those interviewed), Trisha, with advice from the ADU, successfully conducted and published research into what she achieved with staff in her school. She presented her refereed paper at a high ranking conference and had her attendance partly paid by the \$3,000 incentive payment provided for each school champion.
 - (v) Ideally, so that true change (Klein, 2004) can be achieved, the implementation should be

extended beyond three years with a changeover of faculty and school champions.

4. The university's research centre should provide funds for national and conference attendance for the faculty and school champions to promote and disseminate their findings. In this way DUU's commitment to teaching and learning would be promoted to a wide audience. This recommendation matches what is done for researchers in areas other than teaching and learning.
5. The ADU should be provided with funds to employ at least three additional educational developers with the required expertise to support and mentor the faculty and school champions, but primarily the faculty champions. My experience in the CRA project at DUU influenced this recommendation, as I could not provide the same level of support to all schools because I was the only academic developer involved full-time in the project. In my opinion, one academic developer was insufficient for a mid-size university teaching and learning project. Ideally, these three developers should conduct research into the change being implemented by collaborating with the two groups of champions. This type of research would inform suggested improvements for implementing later teaching and learning initiatives. These developers should also be eligible for promotion based on successful support of the faculty and school champions and their published research.
6. At the end of the first three year implementation period, each faculty champion, with input from their school champions and the Heads would conduct an evaluation. For both the faculty champions and the Heads, carrying out the evaluation thoroughly would be part of their performance management processes. The nature of the evaluation would be decided in advance by faculty learning and teaching committees with advice from the university learning and teaching committee. The completed evaluation should then be reported back to these committees for comment and advice and then finally presented to Senate. This evaluative step was absent in the CRA project (see 7.5.1).

8.8 SUMMARY AND CONCLUSIONS

The implementation plan had a purpose statement, a set of timelines, deliverables and costs, including the necessity to employ an academic developer with CRA expertise. However, this interpretation of the DL model is not what the interviewees mostly referred to, as the majority had not seen the diagram in the implementation plan (see 3.1.2.1). They viewed the DL model as what they experienced or observed during the CRA project; that is, a group of inconsistently selected, or self-selected school champions with nobody in charge, trying to support implementation of CRA with no knowledge of what it was (except for two) and minimal or no induction. The model respected school

champions' autonomy and allowed each school to implement CRA in its own way (see Table 8.1). However this led to different and often erroneous interpretations of CRA and inconsistent and/or superficial implementation. Those appointed were not all teaching and learning leaders in their school; they had no authority (that is, no positional power); and had to rely on collegial or referent power.

Most interviewees' comments referred to the DL model as a high risk strategy (see Table 8.1); however, there was no definitive yes or no answer as to whether they would use a DL model again, as many argued both sides. All suggested a number of changes to the original DL model but that did not mean they were endorsing their proposed changes (see 8.5.1 and 8.5.2). For example, 13 responses said it (a DL model being used to implement a whole of DUU teaching and learning initiative) would not happen now. They were referring to upheavals at DUU relating to retrenchments, faculty restructures, and new academic standards. This chapter has revealed that after the project, most of the school champions considered they had exhibited a range of leadership behaviours (see 8.3.1) with nine citing the experience in the project led to them taking on more leadership roles (see 8.3.2). This indicates that DL has the potential to be a leadership development catalyst.

To explore the school champion role further, I developed a conceptual framework that innovatively integrated leadership contexts with four academic powers and applied it to four vignettes. I illustrated that the framework has explanatory and predictive potential that can account for some of the messiness of change in HE. I concluded the chapter by incorporating interviewees' suggestions for a future DL model with some of my own, to devise six detailed recommendations accompanied by an equally long list of difficult to resolve and complex issues in HE that would, in my opinion, most likely curtail implementation of most of these recommendations.

The quote at the start of this chapter by Bolden, Petrov and Gosling related the unattainability of DL in practice to the 'bureaucratic nature of HE organisations with their imbalances of power, authority and resources, combined with recognition and career paths' (2009, p. 260). The research in this chapter lends support to this statement; however, it also supports efforts to improve the DL model at DUU as evidenced by the practical suggestions interviewees made. Academics can see merit in a model that values and respects their autonomy and school contexts, plus they acknowledge there needs to be someone in charge with authority and responsibility to ensure effective, consistent implementation of change. In terms of the rest of the quote, my long list of issues facing HE (see 8.7.1) support the comment that DL is 'just an idealistic fantasy' in the current HE context.

9.CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

DL may ... be an idea that is so challenging to the conventional wisdom of how organisations actually work that it will remain ... a lens for studying the process of leadership, rather than becoming a normative term of how leadership should be enabled and allowed to develop (Iszatt-White & Saunders, 2014, p 130).

9.0 INTRODUCTION

As I showed in section 2.4.2, there are 'differing and at times oppositional messages' (Corrigan, 2013, p. 66) that make DL a contested concept (Gallie, 1956). This situation makes conducting research into DL in HE challenging because the starting points continue to elude researchers, according to a large meta-analysis of DL studies conducted from 2002 to 2013 (Tian et al., 2016). What is elusive includes consensus on an explicit definition of DL and associated theoretical conceptions, plus empirically-verified data about effective forms of DL. Despite this, DL continues to seduce many HE institutions into using models that they believe respect academics' autonomy while relying on their collegiality to achieve change. In HE, DL research has focussed mostly on those with positional power from the Vice-Chancellor to the Heads, with the voices of those in informal roles at the coalface largely absent (Bryman, 2007; Kezar, 2001; Middlehurst, 2008; Scott et al., 2008).

My conclusions focus predominantly on these silent voices, which were those of the main change agents in the project at DUU. These agents were labelled school champions. The four groups of interviewees—27 of the 40 school champions, eight Associate Deans, two academic developers from the ADU (the co-head and the graduate certificate coordinator), plus two nominees of the DVC—variously supported and challenged different features of the DL model. Most knew very little about theoretical conceptions of DL or the DL research literature. This chapter brings together key findings from my study to demonstrate how I fulfilled my aim and answered the study's two research questions. My aim was to critically examine DL by providing empirical evidence from an Australian university that was utilising DL to implement change to assessment practices. The two research questions were:

1. How does the evidence from one university's experience in implementing change using a DL model support or challenge current theoretical conceptions of DL?
2. What do the insights generated suggest for the roles of change agents in implementing change in a university?

As well as stating my contributions to scholarly knowledge, I highlight theoretical and practical implications of the research, acknowledge limitations and suggest options for future research. I also place the relevance of the research outcomes in the broader context of institutional change in the current HE climate.

9.1 CONCLUSIONS AND IMPLICATIONS

9.1.1 There is no DL model as a benchmark

In section 2.5, my scan of 21 national and international DL projects in teaching and learning (including DUU) revealed only one feature in common—the involvement of the ADU (except for one university), yet theoretical conceptions of DL do not refer to the need for distributive leaders to be trained and supported. This absence suggests that either these conceptions are unintentionally excluding reference to those in informal roles, or the conceptions are insufficiently developed to warrant practical suggestions for informal distributive leaders. My scan shows there is no DL model in HE using informal leaders at the coalface that has been verified as effective by empirical evidence. This research raises the question whether bench-marking is possible. However, given the diverse contexts in which DL has been applied in universities (as outlined in section 2.5), it is questionable whether it is possible or even desirable to develop one model of DL. Even the individual faculty and school contexts at DUU were highly variable, as revealed by the demographic data of the interviewees (see 3.1.3 and 3.1.4). Instead, it is more practical for a university to develop a model of change that is unique to its own context (Kezar, 2001), regardless of whether or not it is labelled DL.

9.1.2 DL is a 'high risk' strategy

9.1.2.1 When no-one is in charge

Numerous interviewees labelled the DL model at DUU as a 'high risk' strategy, yet most argued simultaneously for and against using a modified DL model in the future by identifying its advantages and disadvantages. For example, they appreciated that the model respected school champions' autonomy and allowed each school to implement CRA in its own way. However at the same time, they acknowledged that this led to an important disadvantage: that different and often erroneous interpretations of CRA and inconsistent and/or superficial implementation could occur. Timperley confirms this possible negative consequence: 'distributing leadership over more people is a *risky business* [emphasis added] and may result in the greater distribution of incompetence' (2005, p. 417). Most interviewees advocated for someone in charge, either at school/faculty or institutional level; that is, there needed to be top-down authority to ensure compliance, rather than relying just on

the distributive leaders' influence. According to the school champions, most Heads had heavy workloads and had no time to support them in implementing CRA or ensure compliance with the policy and effective assessment practice. Because there was nobody in charge, there was no ongoing monitoring of adherence to timelines from the implementation plan, or systematic accumulation of data to inform the subsequent government audit. The latter led to a frantic rush by Heads to find out what schools had done before the audit team arrived.

The DL model at DUU, though flawed in design with nobody in charge, proved to be an opportunity for the school champions to exhibit a range of leadership behaviours (see 8.3.1). It also led to nine actively taking on more leadership roles (see 8.3.2), thus allowing them to 'exert agency during the process [of implementation]' (Tian et al., 2016, p. 151). A positive implication is that even a flawed, 'high risk' DL strategy or model offers opportunities to those who seek to take advantage of them, and therefore has the potential to act as a leadership development catalyst for those in informal roles. A negative implication of DL as a 'high risk' strategy is that, if it is not at least marginally successful, it is unlikely to be used again by institutions. Further, those involved in a failed DL model could suffer damage to their academic reputations by association and be reluctant to be involved in subsequent similar institutional change initiatives.

9.1.2.1 When relying on informal distributive leaders to have influence

The other flaws that rendered the DL model high risk were the selection and induction of the school champions (informal distributive leaders). In the absence of selection criteria, with only a broad statement to guide them and tight timelines, Heads selected school champions using ask and don't ask strategies. This led to their appointment at academic levels ranging from A to C, with differing credibility in the eyes of academic staff. There was also huge variability in the number of staff (from 4 to 110) and campuses (1-4) that the school champions were to support, whether they were full- or part-time, or had any formally allocated time to carry out the role. Only eight self-selected. Just as selection was rushed, so too was induction. Those school champions who sought help or accepted offers of help from the ADU, achieved far more than those who did not. The high risk DL strategy of relying only on the school champions achieved some change across DUU (see 7.5.2). The main implication is that with nobody in charge, the *success or failure of the DL model rested wholly on the school champions*. A second implication is that schools with large numbers of staff and multiple campuses should have had more school champions to distribute the workload of supporting implementation. Had induction been more thorough and carried out in several sessions, perhaps school champions would have had more influence, and implementation of CRA would have been more effective.

9.1.4 Labels for change agents are identity badges with consequences

Research on labels for change agents working at the coalface in universities is absent from the HE change literature. My research fills this gap, revealing that the label, school champion, was borrowed uncritically from management discourse as I demonstrated in section 2.6.3 with a scan of selected journals (1966-2014). Interviews revealed that the label, as an identity badge (Grant et al., 2014), 'packaged' the school champions in a way they primarily thought was unprofessional (Havelock & Zlotolow, 1995), and led to various consequences in terms of treatment by their peers. The mixed messages of high and low status (heroic and juvenile) connoted by the label, mattered to most school champions. The majority of interviewees renounced the label as one that disempowered the school champions and thus was unsuitable for them, personally and professionally. The main implication of this research is that to avoid possible unintended and negative consequences such as emotional or professional harm, labels need to be acceptable to change agents in academe. To achieve this, labels need to be trialled before they are conferred so they are embraced rather than renounced, and fit the project's purpose.

9.1.5 DL is distribution of influence

As I pointed out in section 2.4.3, there are disagreements in the literature about what is distributed (such as power, influence, authority, accountability), but no acknowledgement that these informal distributive leaders may have other academic powers that make them effective change agents. The conceptual framework I developed for this study (see 8.4) of faculty/school leadership contexts (emperor, wheelwright and cat herder) interacting with one or more of four academic powers (positional, collegial, expert, referent), is a first step towards a possible 'unifying theoretical foundation and treatment of power ... required for [DL] to have a lasting impact on the ... conduct of educational research and practice' (Corrigan, 2013, p. 66). For the CRA project at DUU, the framework helps to account for how distributive leaders at the coalface have to rely on one or more of the academic powers to influence their colleagues to implement changes. If they are able to borrow positional power, because of strong support from the HoS, then they potentially have more influence and can be more effective. In terms of what is distributed, my research suggests that it has to be influence, and this requires a distributive leader to have more than just collegial power. In the literature, the idea of influence is a very old one. When Nash suggested that 'leadership implies influencing change in the conduct of people' (1929, p. 24) as I noted in section 2.3, he was not, in this instance, referring to *distributing influence*, as the term DL was not in the literature at that time.

9.2 SUMMARY OF MY CONTRIBUTION TO RESEARCH AND ITS SIGNIFICANCE

My study has made four contributions to scholarly research and the literature.

1. It is the first time an empirical study has been done of a university using DL to implement a teaching and learning initiative that mostly *focuses on those whose voices are silent in the literature*; that is, those at the coalface (teaching students) who acted as change agents. Predominantly, the literature focuses on those in positional power from the Heads to the senior management team. My research reveals a range of different perspectives compared to those in positional power, and hence contributes to a more holistic understanding of DL. This research could be of use to those in positional roles in universities by sensitising them to the challenges facing those in informal roles. It also provides evidence that this cohort is a source of potential future leaders.
2. The scan I did situating the *DUU project in national and international contexts* (see 2.5) is unique. This is because it is the first time 21 projects that were, for the most part, about implementing institutional change in teaching and learning initiatives using DL have been collated and analysed. Predominantly the initiatives were about CRA or outcomes-based assessment. All the universities except DUU had someone in charge, and all, bar one, involved the ADU. The scan results could be of interest to those charged with implementing institutional change or considering DL, especially in relation to the variety of ways of interpreting DL in practice.
3. My research into labels in HE revealed that the *concept of the identity badge* is a useful lens for examining the effects of labels that imply mixed messages. If labels are ill-considered, such as school champion, they can have unintended and deleterious effects on those who are labelled (see 2.6 and Chapter 6). This original research may be of significance to writers of implementation plans involving change agent labels, plus those in human resources determining job titles and descriptions. In addition, my comprehensive review of the many different labels for DL that are theoretical, practical or rhetorical in nature (see 2.4.2), convincingly demonstrated that it has a serious identity problem with mixed and often seductive messages. Institutional decision-makers should also consider the term DL as a label that can, like the school champion label, have unintended and deleterious effects. This is because the label DL does not represent a coherent, theoretically-informed, evidence-based set of principles that can be implemented to effectively achieve institutional change.
4. My *conceptual framework* fills a gap in current DL research in relation to power and leadership contexts. Power is not dealt with in a coherent way in the literature in terms of distributed leaders, especially those at the coalface in academe with no positional power. The

framework has potentially wide significance as it could be applied to other equally complex educational institutions and non-HE organisations. It could be of use to those planning, implementing or evaluating change by providing insight into devising a strategy that matches change agents possessing a range of the four powers, to leadership contexts to enhance effectiveness.

9.3 LIMITATIONS OF THE RESEARCH

My study was in-depth in one mid-size Australian university. The project results may have been different for a very small or very large university in another Australian state or country. As well, CRA was encouraged by the Australian government, not mandated as it is in some other countries, such as Hong Kong where substantial government ongoing funding is provided. To make the study manageable in the time frame, I did not interview 36 Heads who were responsible for CRA implementation in their respective schools. Their perspectives may have counteracted the impressions given by the Associate Deans, and most school champions, that the Heads were paradoxically ignoring CRA. Another limitation is that, as the researcher, I was an insider-outsider (see 3.2.3) who was closely involved in the project supporting the school champions. Another researcher who was an outsider and who had not worked with the academic staff may have generated different interviewee responses and resultant analyses, depending on whether or not the interviewees were as forthcoming as they were with me.

The case study was not a longitudinal one that tracked interviewees' perspectives throughout the implementation period. Such a study may have led to more comprehensive understanding of how and why the interviewees' perspectives evolved. As well, had the members of the DUU senior management team not changed at the start of the last year of the project, radical changes would not have been introduced. Interviewees' responses would most likely have been vastly different, especially in the pessimism and distress they contained. In terms of the conceptual framework I devised and applied to the vignettes of four school champions, I acknowledge that it has been simplified to faculty/school leadership contexts and excluded the whole-of-university leadership context. The conceptual framework was thus limited in its capacity to account for how the university leadership context interacted with the faculty/school leadership contexts and the academic powers of the school champions.

9.4 RECOMMENDATIONS

These recommendations will be of interest to academics, university leaders, policy makers, academic developers and leaders of ADUs involved in planning, supporting and/or implementing

institutional change involving teaching and learning initiatives in a mid-sized university. They may also be of interest to those working in similarly complex, non-HE organisational contexts.

9.4.1 Manage the pace of institutional change to avoid initiative fatigue

To avoid competition from multiple change initiatives, Kuh and Hutchings (2015) make three suggestions which I listed in section 5.3 and summarised in section 8.7.2. These are that universities (i) halt for one year all new initiatives to reduce change agents' fatigue; (ii) vet initiatives based on a set of guiding principles relevant to the institution's goals that allow them to accept, combine or reject the initiatives; and (iii) reward the change agents. In terms of my study at DUU, had the first two suggestions been implemented before the CRA project commenced, the school champions, and especially the Associate Deans and Heads, would have had more manageable workloads. This consequence could have resulted in more effective monitoring of the school champions and CRA implementation in the schools, plus timelier reporting on progress. The last suggestion about rewarding the change agents was a key part of the original implementation plan and was commented on favourably by the school champions.

9.4.2 Revise the DL model to improve consistency of implementation

First I present a summary of highly specific recommendations for a revised DL model at DUU that were outlined in detail in section 8.7.2. Although they are based on my research into the CRA project plus the scan of mostly DL projects (see 2.5), I acknowledge that these are somewhat idealised in the current research and rankings HE context. I follow these recommendations with suggestions for some principles for developing a DL model that would be more successful than the one at DUU.

9.4.2.1 Recommendations for a revised DL model at DUU

Central to the recommendations for a revised DL model at DUU is the imperative for the school champions to publish research on the project to inform future improvements to a change model. As well as a better identity badge, school champions should be more rigorously selected based on criteria and their academic powers to ensure they are more capable of navigating their respective faculty/school leadership contexts. Those who self-select should have access to the same criteria and seek comment from their Heads about what academic powers they possess. The school champions should have a sufficient allocation of time to be able to fulfil the requirements of their role, eligible for promotion after three years based on performance and research output from the project, and funded to report this at conferences. Sufficient numbers of school champions would be appointed to each school to ensure equitable workloads. They should be closely mentored and supported by faculty champions (who are also given a suitable label) at academic D or E with the same conditions as the school

champions. Heads should actively line manage and be in charge of compliance in the schools. The ADU should employ more academic developers with the expertise relevant to the nature of the project to support both groups of champions.

9.4.2.2 Suggested principles for a DL model in HE based on my research findings

In terms of broader implications for DL models in HE, the following principles are suggested:

- If change agents are going to be given a label for the duration of a teaching and learning project, it needs to be thoroughly considered to formally acknowledge the importance of the role and avoid potentially negative consequences.
- To encourage change agents to apply or be selected, reward and recognition strategies should be established commensurate with the size and complexity of the project. Recognition could include being funded to present at conferences and being promoted if sufficient progress is achieved in the project based on parameters set at the start, for example, by the respective faculty learning and teaching committees.
- So that change agents' research profiles do not suffer unnecessarily, they should be supported to conduct research into their role/s in the project and subsequent successes and/or failures in their respective schools. Support could come from the faculty change agents and the ADU, and this could result in joint publications that add to the university's research output and rankings. Promotion guidelines should be reviewed and upgraded to provide support for both types of change agents to undertake this type of research.
- The role of the ADU in whole-of-university projects should include matching the number of academic developers to the size and complexity of the project so that change agents do not have to rely only on, and compete for, the attention of one or two academic developers. For example, when a new learning management system is implemented, typically the ADU is required to employ sufficient specialist contract staff to help academic staff learn how to use the new system within a tight timeframe (as happened at DUU after the CRA project, when eight additional specialist staff were employed).
- A project evaluation strategy should be established at the start, with input from faculty learning and teaching committees and be implemented with oversight from the Heads and the DVC (Learning and Teaching). The results could form a resource for future projects and reduce the time spent by those charged with developing implementation plans .

9.4.3 Monitor and evaluate change initiatives

Rather than waiting for a government audit to determine how well a teaching and learning change has been implemented (as happened at DUU), universities should have standard procedures for

monitoring and evaluating their change initiatives in order to improve the effectiveness of future institutional changes. Hall, Harding and Ramsden suggest that universities should have 'a range of quality indicators' that enable 'evidence-based claims about the *direction* of change and the *level* of effective *embedding* of the innovation [to be made] [emphasis added]' (2001, p.155). Despite my recommendation, it appears that universities do not typically evaluate change initiatives according to Blackmore and Kandiko (2012b), based on a global survey of 20 universities in five countries undertaking curriculum reform. They noted that 'many [of the reforms] have not been methodically evaluated even by the institution making the change ... [hence there is] no yardstick against which to measure the extent of successful change, plus knowing what actually happened' (Blackmore & Kandiko, 2012b, p.111). This research suggests that my recommendation to monitor and evaluate change initiatives would remain just that—a recommendation that would be unlikely to become a normalised process.

9.4.4 Caveat: DL won't happen now—riding the research wave

In section 8.7.1, I listed eight complex and seemingly unresolvable issues that would most likely render any recommendations impotent. Many interviewees remarked that the DL project 'wouldn't happen now' (see 3.1.1.4). Most interviews were conducted in 2012 and completed in February 2013, hence 'now' refers to those years. The most common reason was the drive by the new senior management team to increase research output and improve national and international rankings, leading to the retrenchment of 200 academic staff. Other reasons were that: teaching and learning initiatives are not as valued as research 'now' and unlikely to influence promotion; plus workloads have increased 'now' as all academics strive to meet the new research standards. Putting the caveat of 'it won't happen now' into perspective, I am borrowing an analogy from school champion, Lionel, who has seen this cycle repeated often: 'the research wave at the moment [is] coming into the beach, and in five years it could be the teaching wave'. My recommendations for an improved DL model at DUU may be useful in the future when the teaching and learning wave arrives, and for other institutions about to ride it to shore.

9.5 SUGGESTIONS FOR FURTHER RESEARCH

My scan of DL models in 20 other universities in national and international contexts (see 2.5) was limited mostly by my access to published accounts and their website information. A more detailed study carried out at the respective universities might reveal more synergies with what DUU did, or more effective processes and strategies. Another avenue for research could be investigating the change agent labels across the universities in my scan and their impact on those who are labelled. This would

confirm or challenge my findings that the label of school champion was perceived as an identity badge with mixed messages of high and low status, and that the label mattered to many but not all. This research could also result in the production of an evidence-based list of suitable and unsuitable labels that could save universities time devising labels that minimise harm.

My conceptual framework (see 8.4) could function as a starting point with theory-building potential because it is case study based (Eisenhardt & Graebner, 2007). It may be possible to develop a theory of implementation from the framework, or a further iteration of it that could apply to any HE institution regardless of context. This would require research in different contexts to establish the possibility, that is, further case studies. For example, Eisenhardt refers to the first 'strength of theory building from cases is its likelihood of generating novel theory [and] a second strength is that emergent theory is likely to be testable with constructs that can be readily measured and hypotheses that can be proven false' (1989, pp. 546, 547). Such a theory might be able to predict outcomes for change agents who possess one or more academic powers (positional, collegial, expert, referent), interacting with one of the three faculty/school leadership contexts (emperor, wheelwright and cat herder).

The framework, in its current form, could also be applied to all academics from the Vice-Chancellor down. For example, if the Vice-Chancellor had only positional power and, in the opinion of other academics, little collegial, expert or referent power (that is, their knowledge and research was not up to date), the framework could possibly account for resistance from those in the three different faculty/school leadership contexts. The framework could also be applied to academic developers as change agents, who also possess academic powers. For example, if I apply it to my role, I consider I had collegial, expert and eventually referent power. I did not have positional power and I had to work within all three leadership contexts, not just one, as the school champions did. The next version of the framework should include the ADU in the diagram between or adjacent to the academics and the leadership contexts, based on my research of the importance of the ADU in the scan (see 2.5) and at DUU in the CRA project. Finally, the framework could possibly be applied to non-HE contexts that are similar in complexity to HE. By renaming the academic powers as 'powers of influence', they would more readily apply to non-HE contexts.

9.6 CONCLUDING COMMENT

Because DL is a contested concept and there is no consensus on DL theory, my research on the implementation of a flawed, 'high risk' DL model of change with nobody in charge, had little in terms of a solid theoretical base. Instead, the base I chose for my research was practical—find out what those who are rarely considered in research on DL thought about being involved in a DL model.

The findings I have presented in this study clarify *what not to do when implementing DL* at DUU, but they also show that *positive change can happen regardless* of the model or what it is labelled. My conceptual framework applied to DL suggests that even if change agents at school level could be selected such that they all had collegial, expert and referent academic powers, not all would be able to borrow positional power from their respective HoS. If borrowing positional power was possible for all these change agents, the leadership contexts in HE are so variable that even these *ideal change agents* with all four academic powers *would not necessarily succeed*. These musings lend support to the suggestion at the start of this chapter, 'that DL may ... be an idea that is so challenging to the conventional wisdom of how organisations actually work [that it] will remain ... a lens for studying the process of leadership' (Iszatt-White & Saunders, 2014, p. 130).

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APPENDIX A: TABLES FOR CHAPTER 2

Table A.1: Comparison of Google Scholar publication trends

Year	Total publications (leadership in HE)	DL in HE	% DL
1996	1410	490	35%
1997	1440	439	31%
1998	1750	519	30%
1999	1910	603	32%
2000	2290	749	33%
2001	2400	778	32%
2002	2800	881	32%
2003	3110	1010	33%
2004	3610	1160	32%
2005	4710	1800	38%
2006	5050	1780	35%
2007	5770	2080	36%
2008	6420	2220	35%
2009	7710	2990	39%
2010	7620	2410	32%
2011	9560	2990	31%
2012	11000	3190	29%
2013	11200	3520	31%
2014	11900	3890	33%

Table A.2: The DUU project and a selection from other universities (Part I)

UNIVERSITY * stated use of some form of DL	PROJECT	UNIVERSITY, FACULTY, SCHOOL (U/F/S)	TIME ALLOCATED TO PROJECT (YEARS)	ACADEMIC STAFF AS CHANGE AGENTS (YES/NO)	CHANGE TO AGENT LABEL	ACADEMIC LEVEL OF CHANGE AGENT	NUMBER OF CHANGE AGENTS	SELECTION REQUIREMENTS
GROUP 1: CRA/OBA/OBE								
1. California State University Stanislaus, USA. SMALL	OBA/CRA (or OBE)	U	since 2011 per request	Y	assessment mentor	C, D and E	3	website describes each of the senior academics with their specialities re assessment
2. Cape Peninsula University of Technology, South Africa. MEDIUM	OBA/CRA (curriculum, teaching, learning and assessment)	U	since 2002	Y	curriculum officer	B or C	55 (by 2015)- originally 5	nominated by faculty for a track record of curriculum work; at least 5 years teaching in HE; selected by HoS
3. Down Under University (pseudonym), Australia. MEDIUM *	CRA	U	4 (2008-11)	Y	school champion	A-C	40	interested in learning and teaching, and preferably experienced with CRA
4. Hong Kong Polytechnic University (PolyU). MEDIUM	OBE/CRA	U	since 2005 (champions from 2007)	Y	OBE champion	C-E	8 (in 2007) representing all faculties	appointed by faculty Deans - no other information; 5 of the original champions were professors and still are in that role
5. New Mexico State University. MEDIUM	OBA/CRA	U	since 2010	Y (each champion does own project)	champion	Any: from adjunct to graduate students to professor	variable	self- selected
6. Macquarie University, Australia. MEDIUM *	CRA & develop project leaders' skills in leading change	S (one discipline in the school is the example)	0.83 year (10 months)	Y	project leader	A	2	NI - am guessing these two change agents were the last ones standing as all other staff had left and been replaced
7. Queensland University of Technology, Australia. MEDIUM*	CRA	U	4 (2004-2007)	Y	learning & teaching consultant	B to D	9	interest in teaching & learning (9 change agents), CRA knowledge (3 change agents)
8. RMIT University, Australia. LARGE *	CRA & effective use of student feedback in large classes	S (3)	2	Y	action research teams (ARTs) in each school	NI	NI	all course coordinators from each of the three schools

UNIVERSITY * stated use of some form of DL	PROJECT	UNIVERSITY, FACULTY, SCHOOL (U/F/S)	TIME ALLOCATED TO PROJECT (YEARS)	ACADEMIC STAFF AS CHANGE AGENTS (YES/NO)	CHANGE TO AGENT LABEL	ACADEMIC LEVEL OF CHANGE AGENT	NUMBER OF CHANGE AGENTS	SELECTION REQUIREMENTS
9. The Chinese University of Hong Kong. SMALL	OBA/CRA	F	2.58 years	Y	none	NI	NI	enthusiastic teachers delegated by their respective schools (departments) or programs (degrees)
10. University of Maryland College, USA. VERY LARGE	OBE/CRA-Learning outcomes	U	since 2003	Y (all senior academics & adjuncts)	none	C or higher	NI	all are experienced staff; adjuncts supplement what uni is already doing and work with staff on selected projects about learning outcomes and assessment; adjuncts not paid and don't need training
11. University of Western Sydney, Australia. MEDIUM	CRA	U	2	Y	school learning & teaching fellow	B or C	1 per school (total not known)	NI
GROUP 2: E-learning								
12. Australian Catholic University, Australia. MEDIUM	e-learning	U	2.5	Y	online advisor	NI	6	selected from each of the 3 faculties from 6 campuses - no further details
13. City University, London. SMALL *	e-learning	U	1	Y	e-learning champion	NI	1 per school (total not known)	interest in teaching and learning
14. Charles Sturt University, Australia. MEDIUM *	e-learning (includes blended learning)	U	5	Y	(school) teaching fellow	NI	26 over life of project (but only 6-8 per year)	seconded to ADU for 1 year - no further details
15. Oxford Brooks University, UK. MEDIUM *	e-learning	U	4	Y	e-learning champions & learning technologist (2 different agents)	NI	16 (1 champion & 1 technologist per school)	champions selected because they were already early adopters so had experience; technologists - new role - had job description and were interviewed by a panel
16. University of York, UK. VERY SMALL *	e-learning	U	4	Y	e-learning champion	NI	22 in first stage projects. No info for stages 2 & 3	to fit the projects, 'drive department involvement & disseminate their experience' (Beastall & Walker, 2007, p. 290) - no other information

UNIVERSITY * stated use of some form of DL	PROJECT	UNIVERSITY, FACULTY, SCHOOL (U/F/S)	TIME ALLOCATED TO PROJECT (YEARS)	ACADEMIC STAFF AS CHANGE AGENTS (YES/NO)	CHANGE TO AGENT LABEL	ACADEMIC LEVEL OF CHANGE AGENT	NUMBER OF CHANGE AGENTS	SELECTION REQUIREMENTS
GROUP 3: Scholarship of e-learning								
17. Glasgow Caledonian University, Scotland. SMALL *	scholarship & innovation (mainly e-learning)	U (but school based separate projects)	4	Y	Caledonian Scholar or Associate	B & C	61: 47 scholars & 14 associates in 43 projects (by 2012)	two types: (i) experienced, proven record in education design, technology or other relevant L&T strategy and able to provide leadership. Successful application for project that is peer reviewed by international experts and PVC (L&T) - if yes, then academic labelled as a Caledonian Scholar if project successful and it then counts towards career progression; (ii) less experienced. Both (i) and (ii) can comprise teams of 2-3
18. University of Auckland, New Zealand. MEDIUM *	e-scholarship	U	1	Y	e-scholar	NI (assume B as they were not senior)	10	already involved in significant e-learning and research, and had to show ability to achieve stated goals; consulted reps from major committees and HoS
GROUP 4: Curriculum & teaching reform								
19. La Trobe University, Australia. MEDIUM *	student experience (curriculum, assessment, teaching)	U	4 to 5	Y	curriculum fellow	A	10 (for 4 Schools)	offered to academics with current teaching experience, who were also tutors with strong interest in T&L
20. Leeds Metropolitan (now Leeds Beckett), UK. MEDIUM *	student experience (curriculum, assessment, teaching)	U	1.5 (initially)	Y	teaching fellow	NI	50 (for 6 faculties)	excellence in teaching and learning; promoted to permanent position - in place before project
21. Murdoch University, Australia. MEDIUM *	individual curriculum reform projects	U (but school based separate projects)	2	Y	curriculum improvement leader	NI (not in formal role so assume B)	14 from 9 of 17 schools	inspired and skilled lecturers; pedagogical knowledge; experience in curriculum improvement; documented support from school dean; enthusiasm and desire to explore new ideas in L&T; willingness to share their knowledge and skills with colleagues; able to critically evaluate new approaches. PLUS had to submit proposal for curriculum change re school's priorities

Table A.3: The DUU project and a selection from other universities (Part II)

PROJECT	FINANCIAL INCENTIVE FOR/FROM THE UNIVERSITY AND/OR FOR CHANGE AGENTS (YES/NO)	TRAINING PROVIDED FOR CHANGE AGENTS (YES/NO)	TIME ALLOCATION FOR CHANGE AGENTS (YES/NO)	HoS OR EQUIVALENT INVOLVED WITH CHANGE AGENTS (YES/NO)	ASSOCIATE DEANS OR EQUIVALENT INVOLVED WITH CHANGE AGENTS (YES/NO)	ADU INVOLVED (YES/NO)	DL MODEL STATED AS BEING USED OR COULD BE INFERRED (YES/NO)	REFERENCE
GROUP 1: CRA/OBA/OBE								
1. California State University Stanislaus, USA. SMALL	Y - \$250 US per day for change agents	NI	Y (full-time in ADU)	N	NI	Y	N	Retrieved July 27, 2015 from https://www.csustan.edu/office-assessment/assessment-mentors
2. Cape Peninsula University of Technology, South Africa. MEDIUM	Y - university funding for academic or research support in the form of a substitute lecturer for class and/or research assistant; no bonus \$ for change agents	Y	Y (1 day per week)	Y	Y	Y	N	Hénard & Roseveare, 2012, p 19-20; Cape Peninsular University of Technology. Retrieved from http://www.cput.ac.za/services/fundani/curriculum ; Personal communication from Desiree Scholtz, Teaching & Learning Coordinator at the ADU, email 27/2/15
3. Down Under University (pseudonym), Australia, MEDIUM	Y - university funding for the project; \$3000 bonus for at least 2 years involvement by change agent	Y (minimal)	yes and no (depending on agent)	yes and no (varied between Schools)	yes and no (varied between Schools)	Y	Y	thesis author
4. Hong Kong Polytechnic University (PolyU). MEDIUM	Y - university funding for schools; no bonus \$ for change agents	NI	Y (time release but not specified)	NI	NI	Y (2 ADUs at this uni)	N	PolyU's position and plans, nd; Ho, 2014; Email to staff from Prof Demokan (Vice President, Academic Development) 27/11/2007. Retrieved August 3, 2015 from http://www.polyu.edu.hk/obe/GuideOBE/VPADs_Email_Announcement.pdf ; Guidelines for annual reports on OBA projects: Retrieved from August 3, 2015 from http://www.polyu.edu.hk/obe/05_4_03.php
5. New Mexico State University. MEDIUM	Y - \$50 (US) gift card to Barnes & Noble for change agent which was 'negligible' according to Shelly Stoval (refer to reference)	Y	100% or part- time	NI	NI	Y	N	Office of Assessment (ADU). Retrieved July 27, 2015 from http://assessment.nmsu.edu/champions/ ; Personal communication from Shelly Stoval, Executive Director of Accreditation, New Mexico University, email 31/7/15

PROJECT	FINANCIAL INCENTIVE FOR/FROM THE UNIVERSITY AND/OR FOR CHANGE AGENTS (YES/NO)	TRAINING PROVIDED FOR CHANGE AGENTS (YES/NO)	TIME ALLOCATION FOR CHANGE AGENTS (YES/NO)	HoS OR EQUIVALENT INVOLVED WITH CHANGE AGENTS (YES/NO)	ASSOCIATE DEANS OR EQUIVALENT INVOLVED WITH CHANGE AGENTS (YES/NO)	ADU INVOLVED (YES/NO)	DL MODEL STATED AS BEING USED OR COULD BE INFERRED (YES/NO)	REFERENCE
6. Macquarie University, Australia. MEDIUM	Y - Government Carrick Institute funding and from the university; no bonus \$ for change agents	Y - 2 workshops	NI	NI	NI	Y	Y	Nakazawa & Muir, 2009; Macquarie Teaching & Learning website Retrieved July 30, 2015 from https://staff.mq.edu.au/teaching/evaluation/resources_evaluation/developing_university/assess_achievement/
7. Queensland University of Technology, Australia. MEDIUM	Y - university funded 50% buy out of all except one change agent who was full-time (the author); no bonus \$ for change agents	N	Y (50%)	NI	NI	Y	Y (inferred)	Thesis author's experience as one of the consultants; Mylonas & Whelan, 2004
8. RMIT University, Australia. LARGE	Y - funding from Government ALTC to buy out teaching time or employ assistance for change agents; no bonus \$ for change agents	Y	Y (no details)	Y	NI	Y	Y	Jones, 2014; Jones & Novak, 2009; RMIT Learning & Teaching Strategy 2007-2010. Retrieved July 30, 2015 from http://mams.rmit.edu.au/fhzh0sqvnz48.pdf
9. The Chinese University of Hong Kong. SMALL	Y - university funding for faculty; no bonus \$ for change agents	NI	NI	Committee of 8 from schools under the leadership of ADU HoS, faculty HoS plus HoS from one school		Y	N	Use of an outcomes-based approach in the faculty of Science at The Chinese University of Hong Kong website, 2007. Retrieved July 15, 2015 from http://www.cuhk.edu.hk/sci/OBA/intro/intro01.html
10. University of Maryland College (USA). VERY LARGE	NI	NA	NA OBE part of performance review)	Y (are also change agents)	Y (are also change agents)	Y	N	Institutional Plan for the Assessment of Student Learning Outcomes 2015. Retrieved July 29, 2015 from http://www.umuc.edu/outcomes/upload/ipra-student-learning-outcomes.pdf . University learning outcomes website. Retrieved July 29, 2015 from http://www.umuc.edu/visitors/about/ipra/learning-outcomes.cfm

PROJECT	FINANCIAL INCENTIVE FOR/FROM THE UNIVERSITY AND/OR FOR CHANGE AGENTS (YES/NO)	TRAINING PROVIDED FOR CHANGE AGENTS (YES/NO)	TIME ALLOCATION FOR CHANGE AGENTS (YES/NO)	HoS OR EQUIVALENT INVOLVED WITH CHANGE AGENTS (YES/NO)	ASSOCIATE DEANS OR EQUIVALENT INVOLVED WITH CHANGE AGENTS (YES/NO)	ADU INVOLVED (YES/NO)	DL MODEL STATED AS BEING USED OR COULD BE INFERRED (YES/NO)	REFERENCE
11. University of Western Sydney, Australia. MEDIUM	Y - university funding for development of learning guides for each unit and other assessment projects; no bonus \$ for change agents	Y (2 days)	Y (1 day/week)	NI	NI	Y	N ('distributed' support - insufficient information to infer DL)	Campbell, 2008; Celler, 2011; B. Gill & Ross, 2010; R. Thompson, 2013
GROUP 2: E-learning								
12. Australian Catholic University, Australia. MEDIUM	Y - funding from Government Carrick Institute for time release only; no bonus \$ for change agents.	Y (3 intensive of 3 days each)	Y (50%)	y	y	Y	Y	The Carrick Institute for Learning and Teaching in Higher Education Ltd, 2008; Schneider, Applebee, & Perry, 2008
13. City University, London. SMALL	Y - government funding for new ADU and individual school projects; university awards change agents with scholarships OR sabbaticals (1 year) OR T&L grants	Y	NI	NI	NI	Y (change agents seconded for 1 year)	Y (infer from network of champions)	Holtham, 2005; City University, London website. Retrieved from August 19, 2015 https://www.city.ac.uk/
14. Charles Sturt University, Australia. MEDIUM	Y - DVC of the university funded buy out of 50% of current duties of change agent; no bonus \$ for change agent	NI	Y (50%)	Y	NI	Y	Y	Keppell, O'Dwyer, Lyon & Childs, 2010
15. Oxford Brooks University, UK. MEDIUM	Y - champions PROMOTED from academic positions to manage technologists (who did not receive bonus \$)	Y (for technologist only)	Y - 100% for champions; 1/2 day per week for technologist	NI	NI	Y	Y (stated top-down& bottom-up, so infer DL)	Sharpe, Benfield & Francis, 2006
16. University of York, UK VERY SMALL	Y- university funded projects; no bonus \$ for change agents	Y (to all staff)	NI	NI	NI	Y	Y	Beastall & Walker, 2007

PROJECT	FINANCIAL INCENTIVE FOR/FROM THE UNIVERSITY AND/OR FOR CHANGE AGENTS (YES/NO)	TRAINING PROVIDED FOR CHANGE AGENTS (YES/NO)	TIME ALLOCATION FOR CHANGE AGENTS (YES/NO)	HoS OR EQUIVALENT INVOLVED WITH CHANGE AGENTS (YES/NO)	ASSOCIATE DEANS OR EQUIVALENT INVOLVED WITH CHANGE AGENTS (YES/NO)	ADU INVOLVED (YES/NO)	DL MODEL STATED AS BEING USED OR COULD BE INFERRED (YES/NO)	REFERENCE
GROUP 3: Scholarship of e-learning								
17. Glasgow Caledonian University, Scotland. SMALL	Y - £2K over 2 years per project for (i) scholar but no funding for (ii) associate	NI	Y (5 hr per week) for (i); 3hr per week for (ii)	NI	NI	Y	Y	Creanor, 2014; Glasgow Caledonian University website. Retrieved August 19, 2015 from http://www.gcu.ac.uk/
18. University of Auckland, New Zealand. MEDIUM	Y - from Vice-Chancellor for project; no bonus \$ for change agents	N	Y (but NI)	Y	Y	Y	Y	Gunn, 2007; University of Auckland. Retrieved August 19, 2015 from https://www.auckland.ac.nz/en.html
GROUP 4: Curriculum & teaching reform								
19. La Trobe University, Australia. MEDIUM	Y - government funding and annual university funding for schools and high staff involvement; bonus \$ for staff completing Grad Cert HE; no bonus \$ for change agents	Y (only for tutors who were the change agents)	Y (100%)	N (separate director L&T- not line managing)	Y (Assoc Dean academic, not L&T)	Y	Y	E. Johnson, Bird, Fyffe, & Yench, 2012; "Design for learning: Curriculum review and renewal at La Trobe University- white paper," 2009
20. Leeds Metropolitan (now Leeds Beckett) University, UK. MEDIUM	NA	NI	Y - 100% (promoted to position - permanent)	NI	Y	N	Y (stated top-down as insufficient & teaching fellows appointed, so infer DL)	Brown, 2011
21. Murdoch University, Australia. MEDIUM	Y - government funding through ALTC grant for project to buy out some of change agents' time; no bonus \$ for change agents	y	Y (1 day/week)	NI	NI (Deans chose change agents)	Y	Y	Cummings, Roberts, & Schibeci, 2008

APPENDIX B: TABLES FOR CHAPTERS 5-8

Table B.1: Selection strategies used by Heads

STRATEGY	REPRESENTATIVE QUOTE FROM SCHOOL CHAMPIONS (EMPHASIS ADDED)
1. Ask: consultation	
(i) staff meeting: tabling of CRA information by HoS; leads discussion on best way to start	Patrick: It was at one of our regular staff meetings which are a couple of times a semester, so maybe four times a year. It was precipitated by discussions with the HoS basically around the time of the staff meeting, and stuff was tabled about the CRA process. We have a first semester unit that I mainly teach and I'm the unit coordinator for that. It was decided that [it was sensible] to start at first year and work up. <i>Maybe it was clever my HoS picked me to do this at that time when he knew I wouldn't be doing any research or whatever,</i> ²⁹ I don't know. My suspicion is the logic would have been from the HoS that, "Just get up, start at first year," having looked up whatever came around from (the ADU). Start at first year 'cause it's the least complex in terms of getting out a very comprehensive rubric created.
(ii) personally ask the most qualified and interested and give reason/s	Ivan: Oh. I was nominated as champion by the then HoS, and his idea was I was the one person that had been doing it for the longest and also the most interested in the processes.
(iii) ask the experienced, new academic because no-one wants to do it	Freya: Actually it was before I became coordinator there. I think they could see I have an attention to detail and didn't like to be told what to do so they said to me "can you do this, it is something that we've got to do". I think that happened pretty soon after I came. It wasn't a matter of being selected but [more like], " <i>none of us really wants to do it but there it is</i> ".
(iv) personally ask someone who had some workspace, was 'the last one standing'	Riley: <laughs> I think it was just that I was <i>the only person at that particular time that had any workspace available</i> , and I wasn't going off on leave or anything. So it was August 2008, and the HoS rang and asked whether I would be interested in taking on this role and I said, "Yes, sir." I think [for him], it was <i>just a strategic decision</i> that – I don't think there were anybody or any other people who had the workload. Yes. I think that was just because at that point I was one of the only people in the school that – We went through a really rough point, there was a stage there [when] we had about four people going off on maternity leave <laughs>, all at once. And, you know, a whole lot of other people going on study leave; people having a whole lot of other commitments so in that particular period ... yeah. I was about <i>the last one standing</i> .
(v) personally ask but given no reason/s	Katrina: I was just tapped on the shoulder by the HoS and said "Do you want to do it?" <i>Did she tell you why she tapped you on the shoulder?</i> Katrina: Nope! She just tapped. "Do you want to do it?" I went, "All right." That was the process. <i>Did you know what she was asking you to do?</i> Katrina: Vaguely. I sort of vaguely knew that it was to have CRA and we need people embedded in the schools who are enthusiastic about teaching and learning to kind of lead the way.

²⁹ Patrick's wife was very ill at the time. He had flexible working hours and had put his research on hold to care for her.

STRATEGY	REPRESENTATIVE QUOTE FROM SCHOOL CHAMPIONS (EMPHASIS ADDED)
	<p><i>And how did you hear about that?</i></p> <p>Katrina: <i>She told me when she tapped me. <laughs> "I'll put your name into this. You are tapped and do you want to do it?" Oh what is it? Oh all right then.</i></p>
2. Don't ask: little or no consultation	
A. Give the role to a very junior academic A or inexperienced academic B	
(i) with no time for the role allocated and call it workload redistribution	<p>Allan: But I was asked or just told <laughs>... by the HoS. I think it probably wasn't super early in the process. I'd taken representation on the FLTC [faculty learning and teaching committee] of the school prior to ... [being appointed as the] CRA champion. I think there was also a perceived imbalance of responsibilities distributed throughout the school with regards to things to do with learning and teaching. I think the move to put me onto FLTC was the first one and the second was to give me the champion responsibilities. I think there was too much done by too few and he wanted to see more people involved. I guess probably because it was taking the power out of the hands of some and putting it into the hands of many for the purpose of balancing within the school. I'd been doing reasonably well with the stuff I'd been doing and I think it was a way of giving me more responsibility outside of my direct teaching area.</p>
(ii) newly-employed with time allocated to the role: as a way for HoS to control CRA implementation	<p>Kara: I also think that she [the HoS] saw me as a way of getting the CRA agenda out into the school the way she wanted it done. If she had gone with someone in a higher position than me, she probably would've had less influence on how it could have run. It would've been less from the bottom up. She would have been able to direct it less than she could have seen doing it through me as a level A just hired on for this role. And she had a very particular idea about how this was going to be rolled out in the school ... it was very heavy-handed from her perspective. [At] performance management meetings ... people were told, "You will include CRA in your unit ... [it] will be part of your performance management." I don't think that she would have gotten another academic on board to support doing that. But because I was brand new and didn't know any better. So I think it was a very strategic choice to have me <laughs>.</p>
(iii) newly-employed inexperienced academic B with English as a second language: so HoS did not have to do it	<p>Yatim: I can't remember exactly, but it's seemed to be a strange process. I think initially that the former HoS was the CRA champion. So he went to a few meetings and then he passed it on to me 'coz he said that, because I'm the newest staff member, and he had too many things to do. And then he said that it is also good for me to increase my portfolio as well. I remember that he went to a few [meetings] and then he just passed it on to me. I don't think I saw any of his notes [from the meetings] that he has attended.</p>
B. Give the role to an experienced academic B or C	
(i) academic B who is very busy – don't accept no for an answer	<p>Pauline: The email came from the HoS asking for the school to nominate a champion. That's how it came about. <Laughs>. I certainly didn't have a sit-down chat with him but that was HoS's style really. Well, there was two of us offered this: and (the other person) was niftier than me at side stepping it. <Laughs>. <i>If you were sensible you didn't object when the HoS asked you to do certain things too strongly because I had experienced (him) being pretty vindictive <laughs> if you didn't do what he wanted. I did go into it thinking - yes I know I've got stuff to offer here and I know I've got commitment to the idea because of my background. So, I speak there with a hint of a kind of cynicism but not completely. And that was the way a lot of stuff happened in the school [that is behind the scenes]. It doesn't now. We got a new HoS [who is] more transparent, mostly.</i></p>

STRATEGY	REPRESENTATIVE QUOTE FROM SCHOOL CHAMPIONS (EMPHASIS ADDED)
(ii) academic B who is very busy and is responsible for teaching and learning in the school	Brian: I was in the first lot. It was one of those things that came down to the HoS <i>who didn't know what to do with it</i> so he tried to pass it on. He originally selected another staff member. I think that basically they didn't want do it and then so he <i>just approached me</i> as the person responsible for the school teaching and learning activities at that time. <i>How I was approached - I just was sent an email</i> and told to go along to this meeting thing. So I think I was probably <i>a bit annoyed at that time because it was right in the middle of a whole range of other stuff going on</i> . I think I missed the first meeting.
(iii) academic B who is teaching only	Teresa: I think I was sent an email from a member of the faculty learning and teaching committee mentioning that CRA champions were being appointed and that he'd spoken to my HoS [who] thought that I would be interested in the position. I was selected by the HoS ... <i>because I'm a teaching-intensive academic and I have a strong interest in anything to do with teaching</i> , certainly assessment and engaging students and things like that. I think that she's [HoS] always <i>seen me as one of the senior learning and teaching leaders</i> within our school and that's why she thought she'd ask me if I was interested before considering anyone else. There were about 4 teaching-intensive academics here at that time and I think ... in the past I've had school roles and I've always reported back to the school and organised things as required in that role. So my history was good in that respect and that was probably why she considered me before someone else.
(iv) academic C who is very busy	David : I think I just got a letter basically in the mail, so to speak and it just told me that I was going to be the CRA representative and that there would be an upcoming professional learning day about it. So, prior to that, I hadn't heard anything about the CRA roll out at the university at all. From my recollection, I don't recall a lot of really explaining why I was chosen [to be champion] either and it was just said "you're going to be doing this, congratulations!" <i><laughs> Yeah. I have to admit it really to this day; I still don't really know why I was chosen to do what I did. [I would like to think] it's because you're well-respected within the school as a teacher or they think that you do a good job with your teaching and assessment ... yeah, that probably would've clarified it a bit more.</i>
C. Give the role to a part-time academic on another campus who does not teach in the school	Holly: I was selected by the HoS. I think that there was <i>a bit of politics involved</i> with it which will probably come out in subsequent questions. <i>I felt I was going into it cold</i> . It means the email I got, saying "You're the school champion, please go to this workshop." Not knowing anything about it, yeah.
D: Give the role to an academic C with inducements	Lionel: ' <i><Laughs> I can't recall in what circumstances or how I came to be in the role, but I think "accept" would be probably an incorrect description. It was probably some *compromising negotiations went on, which I can't recall now. I suspect there was something internal, something in it for me as to why I would have taken it on</i>
E: Give the role to an academic B as last chance to avoid dismissal	(This is not a quote from a school champion). A personal communication from a HoS off the record, revealed to me that Blake had not performed to the academic standard required and that his contract was in danger of not being renewed. His involvement in CRA was one of his last chances (among others offered by the school).
	In my interview with an Associate Dean of a different school, he said off the record that Rhiannon had been given the school champion role by the HoS on his advice for the same reason as Blake. From their interviews, both Blake and Rhiannon did not know that the CRA role was part of their last chance. Both lost their academic positions but were unaware that their CRA role played a part.

Table B.2: Self-selection motives

1. PERSONAL AGENDA: SERVE OWN ENDS (EMPHASIS ADDED)
<p>(i) Christopher</p> <p>I came in, I'm guessing, probably 18 months into the process [CRA implementation]. I actually stumbled across the [role of] school champion because we are a school outside of a faculty in effect -because we're not technically a school. We pretty missed a lot of the emails that came down through the normal filtering system ... I stumbled across the champion's process and I followed up on it. I then asked the HoS "Should I get involved?" and that's pretty much where it started. I was <i>self-nominated</i> really to become the champion. It was ... something that we had to do and I was an informal teaching and learning leader in our area and I thought that's something I should probably better get a hold of. I'd also undertaken the first unit of the Grad Cert (UL&T), where CRA was a component and I thought that it was <i>a good opportunity</i> to have a crack at putting it into place. There was certainly <i>a personal agenda</i> in there as well, to be honest, in that here was a chance to put that learning into practice.</p>
<p>(ii) Trisha</p> <p>I heard that the HoS had been asked to suggest a name [person] for school champion. So I approached him and said "Well, you know, actually I'd <i>really like to do it</i>" because, at the same time I was doing the Grad Cert (UL&T) and ... I was getting more interested in [the] scholarship of teaching. So, I saw it as <i>an opportunity</i> and so I stuck up my hand and said, "Would you actually mind if I did it?" I was quite proactive about it and ... saw it as <i>an opportunity really for professional development</i>.</p>
<p>(iii) Gareth</p> <p>I think it was before I was HoS, so it was a discussion with the previous HoS and CRA was being talked about and implemented across the university. I had a discussion with him as part of performance management and it was that point there that <i>I raised it</i>, and we talked about it and <i>my name was put forward</i> to be the CRA champion for the school because of my interest in learning and teaching. Well, I don't think there was anyone that the HoS asked for expressions of interest and there were no other expressions of interest in the role, <i>so I was it</i>.</p>
<p>(iv) Margaret</p> <p>It was one of those <i>short straw things</i>. I was selected because "Oh, [Margaret] will always put a hand up for that kind of thing." So I basically, <i>I more or less self-selected</i>. Let's just say, there was <i>no competition for the role</i> in my school. It's just a matter of if <i>there are people who put their hand up</i> and there are people who just put their heads down and backsides up and get on with developing their own academic career through research and other things. I had an interest in teaching and this sort of very much related to that so, it was pertinent and as I said, there weren't any – people were just relieved that there was someone who was willing to do it. In a way, I suppose, you could say <i>I had a hidden agenda</i> because I knew I was going to strike resistance within the school but I also knew that I had the authority of the Centre (ADU) and the FLTC behind me so that I could be a <i>little bit hairy-chested</i> about it. I figured I wasn't coming to the table without prior knowledge or without enthusiasm for making it happen.</p>
<p>(v) Ivan</p> <p>I'd been mentoring another staff member in those early days [around 1990], and of course my conversations about CRA processes were largely formed and evolved from working with primary and secondary schoolteachers. So I would get [academic staff from the ADU] to ..give [me] feedback and guidance on how I would do it at university level. [From then on] I started working more seriously towards CRA [as the school champion].</p>

2. STRATEGIC: TO SECURE ADU SUPPORT FOR COURSE DEVELOPMENT

Daniella

[In response to an email from her HoS asking for expressions of interest], I just put my hand up ... yeah, silly me but anyway <laughs>. I could see *an opportunity* – we were gonna change our course [degree] and our course structure and change the way we were teaching, and we were going in the future to be offering a masters course. I think there were *lots of reasons why being a school champion would assist* [the school]. We were at the stage where we were looking at revamping some of our unit outlines [as well], and we were going to try and get a 4 year integrated course. I could see *the opportunity* that CRA presented for our course. Plus, the university was moving to that model –through the good assessment process so we saw that as an opportunity for some support [from the ADU].

3. JUST A PART OF TEACHING: ONE DISCRETE TASK

Elspeth

In fact, I was a volunteer. The school needed a champion because it was clear that CRA was a policy that was going to be implemented by the university, something we had to adhere to and *I volunteered to be the staff member who took charge* of that and that was in June 2009. Now, this was not early in the process [i.e. not 2008]. Well, I *saw it simply as a part of teaching* ... part of my job as a teacher. One discrete task, it had to be done. Someone needed to do it. I was happy to do it. I didn't see it as any different from the whole host of other jobs that I do: sitting on a committee, organising students, writing unit outlines. I've thought it as part and parcel of that.

4. INTERESTED IN TEACHING AND LEARNING

Sally

I don't remember when but how. I think it was by voluntary selection because I had an interest in teaching and learning. It suited quite well.

Table B.3: Influences on school champions: Representative quotes

INFLUENCES (EMPHASIS ADDED)	
\$3,000	Interested in teaching and learning
Brian: The carrot of \$3,000 to spend on your research was waved around [at the first workshop for school champions] and <i>the carrot</i> was probably quite an important part.	Don: I guess I had some notion of teaching and learning. Or I did not have enough to do. Maybe it was my background in teaching and learning-experience?
Blake: I got some funding which I could use to attend conferences, present papers and do some research. I think it helped because it meant I suppose it was a <i>reward</i> for being involved. And it let me do things from a research perspective that I wouldn't have been able to do otherwise.	Blake: <i>I imagine</i> it might be because I was interested in teaching approaches and interested in the relationships with students and improving those. And I think CRA is a good way of doing that. I am <i>guessing</i> . I suppose that there <i>might've been other reasons why I was selected</i> <laughing>. It might be wrong.
Patrick: Someone said there was going to be a <i>cash bribe</i> at the end or in the middle of something, so that always appeals. Well, it was \$3,000 and it was after one year, I think. Yeah, I think it compensated me to attend a conference in North America. So it has to do for your career. It was meant to be <i>an incentive</i> to – I think Narelle thought it was to at least <i>give it some kudos, some value</i> .	David: I probably <i>had a bit of a reputation at the school for being pretty good in teaching</i> like I've always gotten quite high (student evaluations) scores, and at least a couple of teaching merit certificates. I think it was probably related to that. I'd like to think that it wasn't because people thought I needed a bit more work to do <laughs>.
Katrina: Yes <i>the money made it very attractive</i> and I do believe in the concept (of CRA) but whether I would have taken it on without the money, I'm not so sure, because it was a pretty stressful thing.	Katrina: <i>Later on, I worked out that we were all chosen because we're just really gung-ho into learning and teaching</i> and we are right into it.
Gareth: I was interested in the (CRA) process, not the \$3,000, because <i>\$3,000 did not cover the time</i> you were going to put into it anyway. I'm not even sure where that money ended up, probably in the school coffers somewhere.	Karen: I thought I was selected right at the outset when a call first went out someone to nominate. I was there from the start. I was selected because I had recently completed the <i>Grad Cert (UL&T)</i> . I also think I was selected really <i>because nobody else wanted to take it on</i> . I hadn't heard about it until I was spoken to and asked how I felt about it and I said, "Well, I'd really like to do that" it was happy all around. <Laughs> Everyone else was happy not to, and I was happy to.

Table B.4: Influences on selection of school champions as identified by Associate Deans

INFLUENCES	REPRESENTATIVE QUOTES (EMPHASIS ADDED)
seniority, experience and respect within the discipline	<p>Giovanni: [It's] going to be a bit challenging ... if the school champion is not in a particular level of seniority. I think the capacity to change or be a change agent is correspondingly reduced. My feeling was, you wanted someone who had sufficient <i>seniority and experience</i>. I went and had a chat to [Lionel]. I said, "Do you mind investigating this [CRA]?" and he was happy to do that. We have [a small staff] of 16-17 and we have a fair idea of who has an interest in what.</p>
	<p>James: Allan was junior, an associate lecturer ... that's <i>one of the crazy things</i>, is that suddenly there was [a] really junior [academic] being asked to be the champion of a formidably complex degree, and <i>you do need gravitas</i>. I think there is a place for having somebody that is regarded as being experienced. It is not so much [about] seniority because some people choose to operate at the lecturer level. It's experience and the <i>respect</i> obviously that they have within the discipline. I think it was a burden for a lot of them [junior school champions]. I'm sure they felt put upon.</p>
	<p>Paige: Well, obviously <i>the attitude of their colleagues</i>. I mean, <i>some of these champions were fairly junior academics</i>, so if you've got a professor in your school sneering at you because you're the CRA champion, it's not actually going to empower you. So I think one of the issues of the whole champion model is, on one hand, <i>empowering a junior academic with being a champion can be seen as a really good thing. You're giving them some wings, you're empowering them to do something, but on the other hand – the other side of that is that because they're a junior academic, the whole role could just be ignored and regarded as trivial and unimportant</i>. Universities still are so hierarchical and the junior academics are aware of that, so for a level B academic to then try and persuade the professor in the school that they need to take this on board, depending on the personalities, they can be incredibly intimidating.</p> <p>You can't win really because <i>if you had appointed these professors to the champions' role, it would be just reinforcing the whole hierarchical thing</i>. It is difficult. The champions need to be someone with clout and realistically, in universities, <i>clout means seniority</i> and it's really hard to get around that. I mean, you can't paint all professors with the same brush. You can't paint all junior academics with the same brush and you want to mentor junior academics so that they can progress their careers. <i>Being in this sort of role seems to be like a good way of giving them some power and some gravitas</i> but, the other side of it is that it can be undermined by a powerful senior person if that person chooses.</p> <p>So the other thing is, obviously, <i>support from the colleagues</i>, and where it worked best and again our school is a good example, where colleagues were really supportive of the champion and listened to what they have to say and took the whole project on.</p>

INFLUENCES	REPRESENTATIVE QUOTES (EMPHASIS ADDED)
interested in teaching and learning	<p>Geoff: I was a HoS at that time that this was happening. Therefore, I'll have a sense of what was happening from a faculty level in relation to that. We <i>were not given any guidance</i> in terms of whether there should be some criteria for the selection of people, except that <i>they had an interest in teaching and learning</i> and therefore would take this on with some kind of enthusiasm and commitment. So there was <i>no sort of job description and a set of essential criteria</i> and in terms of the process that we went through <i>in our school</i>. I called for expressions of interest and I got two, and both of those people I could have regarded as fitting the bill. That is, they had a <i>strong commitment to teaching and learning</i>, and I was lucky in that regard that I didn't have to tap someone on the shoulder. So the person that I ended up choosing was a person who was going to step into the <i>role of honours coordinator</i>. And, therefore, he was going to be a good person and he'd <i>made all the right sorts of noises</i> in terms of those kinds of assessment issues at teaching and learning committee because he'd been on that committee for a little while.</p>
	<p>James: You had to target the individual that you thought was going to be <i>the most influential</i> figure in the school [in teaching and learning], and sometimes they self-elected because they were the learning and teaching rep on FTLC. But then there were other quite prominent figures within some of the schools [who] put their hands up.</p>
	<p>Paige: The directive, I think, was that it should be somebody <i>with an interest in</i> and commitment to <i>teaching and learning</i>, and ideally an interest in assessment in general. I think probably the only main criterion was that they should be a teaching and learning type person.</p>
personality	<p>Giovanni: Yeah. I think seniority is a factor, but <i>the bigger factor</i> is the <i>actual person</i> and their commitment.</p>
	<p>Tonya: He's [Lionel] got the confidence of the staff as a whole. He's got a <i>lovely manner</i>, and we thought that he would approach the position with the right degree of, can't think of the right word - understanding and interest, I suppose. Yeah, mainly it's because he has the confidence of all of the staff, and he's got a <i>fantastic manner</i>. You do <i>need the right person</i>.</p>

Table B.5: Data supporting interpretation of themes from Table 6.1 (labelling of school champions)

THEME	SUBTHEME	REPRESENTATIVE QUOTES FROM SCHOOL CHAMPIONS (EMPHASIS ADDED)
1. Label gave mixed messages	<i>High status—heroic: undeserved</i> <ul style="list-style-type: none"> championing a cause or medal sports winner - 'leading the charge' - the hero 	Sally: I think <i>the word champion and its sporting analogies perhaps were a little bit misplaced</i> . Particularly, the language was not common language within the school—using the word champion. So perhaps something that fitted with the academic realm a little bit more.
		Patrick: Yeah, I think it would probably look on as <i>a bit of an odd term</i> because the first 'reading' [is] you're the champion in sports like you're the best of the lot or something as opposed to the champion as someone who promotes a cause. I didn't have strong feelings either way. I just thought it was a bit of a strange term.
		Katrina: I guess I did have a problem with the champion word because I can understand, you know, it's <i>a double edge thing</i> because on one hand you're championing something but on the other hand it makes it sound like "Yey! You got the gold medal." So I thought, yes I've got a bit of a problem with the champion word.
		Allan: Personally I found it a little bit icky. <Laughs> The notion of champion, but that's purely because I've got a strong sporting background. I did sport and music as my two things, as a kid I was heavily involved in both—and so for me it had <i>connotations of ... that you were the best at something</i> , which is I know not the true meaning of the word. Once I got over it, it didn't really matter.
	<i>High status—heroic: undeserved</i> <ul style="list-style-type: none"> tall poppy 	Karen: I didn't mind being called the school champion. I guess people kind of laughed and joked about it a bit - at the title. <i>I think it's a bit of a tall poppy syndrome where people still feel a little awkward at the champion part of the title</i> . It didn't particularly concern me really. Oh I think people generally amongst the cohort of school champions are a little embarrassed by the word champion. <i>As though they are positioning themselves as being more advanced than others in some way</i> . That's funny that. I think it's a cultural thing ... that kind of tall poppy syndrome where people who aren't [asked to show leadership] one will mock them more.
		Trisha: <i>Maybe because we were meant to be working from the ground up, by calling us champion you're almost elevating us above the ground if that makes sense?</i> It's like a tall poppy or something—almost.
	<i>Low status: juvenile</i>	Sally: It was probably—it almost to me resonates with a <i>little bit of almost juvenile school type, as in lower school, primary school</i> . Type of 'pick the green team and you'll be the champion of the green team'. But that said, I didn't feel strongly about it.
		Max: I'm Canadian and champion is not a term that comes into the Canadian culture as much. I think <i>it's something you see in schools and things like that with more of British background</i> . So, maybe it's my lack of familiarity with it that has more to do with that than anything else.
		Lionel: I think it gave it a status that it didn't deserve—probably a high status, yeah <i>instead of low status</i> . I just think that my role certainly within the school wasn't significant enough in terms of the CRA process to warrant me being called a champion of the process.

THEME	SUBTHEME	REPRESENTATIVE QUOTES FROM SCHOOL CHAMPIONS (EMPHASIS ADDED)
2. Evaluation of label	Labels matter	
	<i>Unsuitable label:</i> <ul style="list-style-type: none"> dismissive or disparaging comments by school champions 	Daniella: Yeah. It was <i>very uncomfortable</i> actually. I just think it's an <i>over the top term</i> , and personally didn't go down well in the school I think it sets you up to be something that you're not or it did for me. If you're a championing something then you're pushing it. It's almost like I was seen to be pushing my own barrow.
		David: I suppose I had this <i>ridiculous vision</i> of some heroic sticker brandishing a sword and leading the charge. <laughs> and in a sense, this is something that I guess I was selected or chosen to do - really promote and yet, certainly early on, it was something that I knew very little about, so it was <i>a bit farcical</i> that I was supposed to be championing something that I knew relatively little about. The actual term itself I have to admit, I thought as a <i>little bit ridiculous</i> . <laughs>
		Elspeth: Well, <i>I didn't take it very seriously</i> , to be honest. I mean, I would never refer to myself as champion <i>except in a somewhat ironic fashion</i> . I personally felt that the term champion was <i>unnecessarily grandiose</i> for what, from my perspective, was just simply a normal teaching job, which is doing part of your job as a teacher.
		Brian: It's an <i>awful</i> name, I have to say. I don't know who came up with that but they could have come up with another way of describing it. There's been a whole bunch of 'champions' since. It is <i>a bit patronizing</i> or something.
		Elspeth: I didn't find it a helpful label, let's put it that way. I felt that it made it <i>unnecessarily official</i> and made it seem larger than it was whereas, from my perspective, it was simply just a normal job that needs to be done and I was going to do it.
		Kara: But I reckon it also has a lot to say around the language of that word 'champion'. Maybe in the ADU (academic development unit) we're a little bit more comfortable with it, because we are often seen as the henchmen of senior management. But to grab people in the school and attempt to give them that title, it can make people quite <i>uncomfortable</i> , I think.
	<i>Unsuitable label:</i> <ul style="list-style-type: none"> treatment by peers changed 	Patrick: When this was first raised at our staff meetings we were a little bit concerned at the <i>lack of insight</i> of the people implementing it using CRA as an acronym because you only need to put procedure or project after that and you have CRAP as an acronym for this whole project. The real concern for me was the lack of humour.
		Margaret: It just seems to be a way for the university to get people to do things for nothing and that's increasingly the case now as they have removed service as being any kind of a criterion for promotion or even for validating your workload. So, it's even <i>more hollow</i> than it was then. So I found it a problem. I found that it <i>attracted some ridicule</i> from colleagues.
		Riley: I was sort of bemused by it. <Laughs> It did seem rather sort of <i>inflated language</i> for the role. But it was funny, you know. So, in a way it was quite good because <i>everybody had a bit of a laugh</i> about it.

THEME	SUBTHEME	REPRESENTATIVE QUOTES FROM SCHOOL CHAMPIONS (EMPHASIS ADDED)
	<i>Label okay</i> as it refers to a designated job	<p>Blake: [the label] was fine ... <i>people will always play with words...</i>and that one is in the sporting jargon ... and can be misused. I thought it [the label] helped in the sense that you were designated to do a particular job.</p> <p>Elsbeth: And for me, this is just simply part of my job as a teacher. One discreet task, it had to be done. Someone needed to do it. I was happy to do it.</p>
	<i>Suggestions for better</i> more professional label to suit HE	<p>Margaret: Not that I could suggest anything on top of my head but it might have been easier, if I had something that might have encouraged them to be more respectful in what I was trying to do.</p> <p>Riley: [labels do matter] it makes a difference in terms of relationships with staff, if you're implementing change ... for staff ... to understand the role.</p> <p>Allan: Coordinator, convenor, representative—something equally bland and more neutral.</p> <p>Lionel: Staff resource, school resource—something impersonal.</p>
	<i>Labels don't matter</i> —just a label	<p>Freya: I didn't see myself as gung-ho [i.e. heroic] going out there to ... change things. For me it was step by step ... <i>I never called myself the school champion.</i></p> <p>Elsbeth: <i>I didn't, in fact, think that it needed a label.</i> I didn't see it as any different from the whole host of other jobs that I do: sitting on a committee, organising students, writing unit outlines.</p> <p>Patrick: Label was <i>irrelevant.</i></p> <p>Gareth: I guess we didn't put a lot of emphasis on the term 'school champion' in the school. On the role, I absolutely did [put emphasis on it]. Outside, you were known as the CRA champion but <i>in the school it wasn't really a term that was used.</i></p> <p>Christopher: To be honest, I didn't use the term—I did not brag about being a champion.</p>

Table B.6: School champions' representative opinions of ADU support (emphasis added)

Grad Cert (UL&T) and/or ELT501 (foundation unit)
Christopher: It certainly helped me to explain it, absolutely. <i>Yes, I found ELT 501 very valuable ...</i> that's why I actually jumped on board as school champion because I've learned something and here's a chance for me to put it into practice.
David: ... doing the Grad Cert (UL&T), which I think I started in 2009. That really showed me the rationale and the reasons for constructive alignment and I think that's <i>when I really started to appreciate what CRA was all about</i> and [that] it did really have a strong theoretical underpinnings as opposed to just being the latest educational fad.
Riley: ... we did have some staff in journalism who encountered CRA through doing the courses of the Grad Cert (UL&T). And they held their own in terms of providing suggestions when we discussed the way to put their sheets [rubrics] together and to implement CRA. <i>So I don't think it's necessary for a senior academic to do it.</i> I think an enthusiastic junior <laughs> or associate lecturer [academic A] should manage as well.
CRA website
Karen: I think that the website that was developed that had exemplars was <i>really, really useful</i> as well. So we had a few [of our] examples up there [referring to rubrics she and I and staff in her school developed].
Lionel: It's interesting because certainly the criteria sheets that you put on the website—I had a staff member only six weeks ago come and have a chat to me about CRA. In fact, I referred them to a criteria sheet [outside the discipline] as <i>a model to get some ideas</i> .
Margaret: The other really helpful thing was the website with exemplars. That was brilliant. <i>Really, really helpful.</i>
Patrick: I did presentations [to staff] looking at the website and looking at those examples (of rubrics in different disciplines).
Simon: I think definitely a big factor was the assessment website. I think that <i>was a huge help</i> .
Workshops and consultations
Katrina: What really helped was having your good self and (co-head of the ADU) Narelle, and other people who were doing it. That really, really helped because there was this real sense of there's this group of people who know what this is all about, and you could talk CRA.
Brian: I'd have to say your role and [the ADU] in general, particularly as the resources and written materials developed. The <i>consultation</i> of actually working through developing some rubrics. Those are the key things.
Ivan: I felt very confident and ... I felt I didn't really need that [induction] because I was in a position where I was very aware of the lack of CRA approaches in the university. So what I did was work with the staff and I set up a process where we could work in pairs. Now I learned this, from [the ADU] in the old days with Stephanie [coordinator of the Grad Cert (UL&T)], [who] ... would help us refine our [CRA] processes.
Karen: I really appreciated those opportunities with you [for personal consultations]. I think they are golden actually.
Pauline: I mean, <i>you've played a very critical role in our school</i> because you were in there showing us how to do it and showing us and criticising what we're doing and saying you've got to do it better. You were very respected for that. I suppose it was clear that you didn't know all the ins and outs of marking creative work. But neither did we. <Laughs> You know you were unpicking and unpicking what we were saying. That was actually really useful for you but also for us.

Gareth: Well, I think it was the *support of people like you Moira* [who] was there willing to come down and work with the staff and work with me, because not having done that before, it was a learning curve, I think, for everyone. The help that was afforded to us in that way from [the ADU], I don't think we would've gone as far as we did or it may have taken a lot longer to get to the point that we got to. That, I saw, was extremely beneficial to [my] role [of HoS].

David: Learning by doing and also within our own context. So, I think when you ran workshops for me and some of my colleagues, and we actually had to work—I think we looked at a unit outline, the learning objectives, how it aligns to the assessment task and then we looked at a particular task and worked on developing a criteria sheet marking rubric. So I think that *process really obviously taught me a lot* in terms of what was expected, the process and things like that.

Daniella: We enjoyed having you to work with us and that was for me *one of the biggest benefits of the CRA project* was that it was [a] resource to help people wanting to be helped if you like, who were in the space, conceptually and philosophically, to take it on board and move with it.

Table B.7: Subthemes, categories and frequency of school champions' responses to using the same DL model again

SUBTHEMES AND CATEGORIES	FREQUENCY
1. No	36
(i) no reasons	3
(ii) no with reasons	33
• school champions' challenges	14
– power not distributed to champions	5
– research time affected	4
– no recognition or reward	2
– no time for the role	2
– not empowered (prepared, mentored)	1
– nobody in charge	1
• it won't happen now	13
– DUU upheaval: retrenchments, faculty restructure, new standards	9
– riding the wave	4
• high risk strategy for HE	4
• not shared vision-DL a fallacy at DUU	1
• too slow-faster change needed (within 1 year)	1
2. Yes and no: depends on policy, resources, time, school context	7
3. Yes	45
(i) with no changes	9
• autonomy valued	4
• allowed grassroots involvement	2
• more success than other learning and teaching projects	2
• suited how the school works	1
(ii) with changes	36
• improve selection, induction, reward of champions	14
– improve selection	6
– more thorough induction	3
– better resourced especially re workload and time	2
– champions to work more closely with ADU	1
– count for promotion	1
– more than one champion per school	1
• have someone in charge of school champions	13
– to ensure more accountability of champions	5
– with authority	3
– to provide more coordination, structure, direction about what to do	3
– need leadership from Assoc Dean, HoS and Dean	2
• improve communication	9
– better communication networks	5
– more information about value of CRA and what it involved	2
– from upper management	2

Table B.8: Subthemes, categories and frequency of other interviewees' responses to using the same DL model again

SUBTHEMES AND CATEGORIES	2 ACADEMIC DEVELOPERS	8 ASSOCIATE DEANS	2 NOMINEES OF THE DVC	TOTAL 12 INTERVIEWEES
	Frequency of responses			
1. No		11	1	12
• nobody in charge: no accountability, inconsistent implementation		2		
• insufficient resources		1		
• no reward or recognition		1		
• use whatever suits the school, not DL		1		
• negative judgments of the DL model		4		
• no need for champions—all should implement policy		2		
• it won't happen now			1	
2. Yes and No	2	2	4	8
– both top-down and DL can work if communication effective			1	
– top-down better re use of power		2		
– DL slower than top-down	2		1	
– initiative fatigue compromises change			2	
3. Yes	9	7	8	24
(i) without changes		4		4
(ii) with changes	9	3	8	20
• improve selection, induction of school champions				
• improve selection so that people have a strong interest in the area and ideally self nominate	1	1	1	
– more intensive preparation	1			
– choose fewer	1		1	
– less autonomy (herding cats)		1	2	
• have someone in charge of school champions			2	
– to ensure more accountability of champions				
• improve communication			2	
– better communication networks from Senate to Heads to and coalface	1	1		
– within ADU in timely manner	1			
– require schools to report annually on courses with compliance tied to Heads' performance management	1			
• involve Heads much more especially re compliance	1			
• improve ADU input				

SUBTHEMES AND CATEGORIES	2 ACADEMIC DEVELOPERS	8 ASSOCIATE DEANS	2 NOMINEES OF THE DVC	TOTAL 12 INTERVIEWEES
	Frequency of responses			
– better preparation and induction of ADU team	1			
– employ more experts to support institutional change	1			

APPENDIX C: INTERVIEWING DOCUMENTATION

This appendix contains:

- one information sheet and one consent form as these were essentially the same for all interviewees; DUU's identity has been protected by the removal of the university logo and other related information
- the interview questions for the following, with any DUU-related information removed:
 - the school champions
 - the Associate Deans
 - the academic developers: these were slightly different questions for the co-head of the ADU and the coordinator of the Grad Cert (UL&T)
 - the nominees of the DVC
- probes for each of the academic developers and one set of probes for the nominees of the DVC.

This **Information Sheet** is for **school champions** involved in implementing criterion-referenced assessment (CRA) between 2008 and 2011 at DUU

<p>Re: interview 2012</p>

Invitation You are invited to participate in a research study into the experiences of school champions during the implementation of CRA at DUU. This study is being conducted by [name and position] and [name and position] at [Down Under University] and Mrs Moira Cordiner, PhD student. This study is in partial fulfillment of a PhD degree for Moira Cordiner under the supervision of [name] and [name]. Moira was employed as a lecturer (assessment) in [the ADU] at DUU from July 2008 until December 2011. During that time she offered assistance to school champions and others on request.

What is the purpose of this study? The purpose is to explore your experiences as a school champion during the implementation period, including your perceptions of the usefulness (or otherwise) of the distributive leadership (DL) model, and whether CRA has had an effect on teaching and assessment in your school.

Why have I been invited to participate? You have been selected because you were one of the school champions involved in the CRA project during some or all of the period August 2008 to December 2011. The distributive leadership model involved each school selecting a school champion who would work autonomously with their school to decide how they would approach and implement CRA. The study is predominantly about school champions and the implementation of change, so your thoughts and experiences are valuable to the researcher. Your involvement is voluntary, and there are no consequences if you decide not to participate.

What will I be asked to do? You are invited to participate in *one interview* of approximately 60-90 minutes (maximum) in which you will be asked a number of questions. The questions are about your selection as school champion, induction into the role, factors that hindered or helped you, whether you thought you were effective, the sorts of activities you did to support CRA implementation and whether CRA has had an effect (positive or negative) on students. You will also be asked your opinion of the usefulness or otherwise of the DL model plus be invited to offer any other thoughts or perspectives on CRA implementation. Ideally the interview will be conducted face to face or by videoconference. If this is not possible, then it will be done by telephone. Before the interview, you will be reminded of the purpose of the study and be given (or sent) the questions (see appended Interview Schedule). Interviews will be audio-taped and transcribed. You will be offered the opportunity to view your interview transcript, make any changes you think necessary to ensure accuracy and request the removal of any information you consider potentially harmful or that you do not want used, even when it has been de-identified. All information will be treated in a confidential manner. To protect your identity and data during data analysis, the researchers will use a pseudonym when referring to you. This procedure will also be used when quoting you in publications.

Are there any possible benefits from participation in this study? The insights generated from this study could suggest directions for the development of a new model for DL. This new model could include a suite of strategies for implementing change to teaching, learning and assessment that are potentially applicable in various university contexts. The data from this study has the potential to add to the knowledge of change processes that rely on champions (also variously termed change agents, learning leaders, enablers, learning and

teaching fellows, faculty scholars). There is a dearth of literature about implementing CRA using champions, so this study may also be able to make a new contribution.

Are there any possible risks from participation in this study? There are no potential risks to you of participating in this research.

What if I change my mind during or after the study? You are free to withdraw at any time during the interview and can do so without providing an explanation. If you withdraw after the interview, it may not be possible to remove your data from the study once analysis of all school champions' data has commenced. This is especially the case once data has been de-identified.

What will happen to the information when this study is over? All information will be treated in a confidential manner, and your name will not be used in any publication arising out of the research. All raw data will be kept for five years from the date of first publication which includes publication of the thesis. After that time, it will be destroyed. The data includes your personal details, the audio recording, transcript, and any other notes taken by the researcher. It will be kept in locked cabinets in the researchers' office spaces, or on their password-protected computers. Should the researchers need access to the data after the five year period, you will be notified before the expiry date to seek your explicit consent to archive the data for a longer period before it is destroyed. Paper records will be shredded, audio disks cut up, and electronic records deleted.

How will the results of the study be published? You will be notified of any publications arising out of the study via email to links or websites or databases. Your name will not be used in any publication arising out of the research.

What if I have questions about this study? If you would like to discuss any aspect of this study please feel free to contact [name] on [phone number], [name] on [phone number] or Moira Cordiner on [phone number] or [email]. This study has been approved by the [DUU] Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC [DUU] Network on [phone number] or [email]. The Executive Officer is the person nominated to receive complaints from research participants. Please quote ethics reference number [H0012400].

This information sheet is for you to keep. Please sign the attached consent form if you wish to take part in this study.

This **Consent Form** is for **school champions** involved in implementing criterion-referenced assessment (CRA) between 2008 and 2011 at Down Under University

Re: interview 2012

1. I agree to take part in the research study named above.
2. I have read and understood the Information Sheet for this study.
3. The nature and possible effects of the study have been explained to me.
4. I understand that the study involves being interviewed for 60 minutes (approximately) and asked a series of questions. These are to explore my experiences as a school champion during the implementation period, including my perceptions of the usefulness (or otherwise) of the distributive leadership (DL) model, and whether CRA has had an effect on teaching and assessment in my school. I understand that participation does not involve any potential risks.
5. I understand that all research data will be securely stored on the DUU premises for five years from the publication of the study results, and will then be destroyed. Should the researchers need access to the data after the five year period, I will be notified before the expiry date to seek my explicit consent to archive the data for a longer period before it is destroyed.
6. Any questions that I have asked have been answered to my satisfaction.
7. I understand that the researcher will maintain confidentiality and that any information I supply to the researcher will be used only for the purposes of the research.
8. I understand that the results of the study will be published so that I cannot be identified as a participant.
9. I understand that my participation is voluntary and that I may withdraw at any time without any effect.
10. I understand that I will not be able to withdraw my data after completing the interview and reviewing the transcripts and notes, and once the researchers have de-identified the data.

Participant's name: _____

Participant's signature: _____

Date: _____

Interview Schedule for school champions (2012)

Introduction to each interview will include a reminder to the participant about:

- the purpose and intended outcomes of the study
- the interview format and opportunities for receiving feedback about the study (reviewing transcripts of their interview, publications etc.)
- their right to leave/withdraw at any time.

Questions

1. How and when were you selected by your school ?
2. How did you feel about being called the school champion?
3. How were you inducted and was this sufficient to commence your role?
4. What did you think your role was and did this change during the project?
5. How did staff in your school perceive your role?
- 6(i). What factors helped (supported) you in your role?
- 6(ii). What factors limited or hindered your role or made it difficult?
- 6(iii). In hindsight, what have you learned while being a school champion? Please elaborate.
7. Do you think you were effective in your role and acted as an agent of change?
8. Describe the sorts of activities you did in your school to support the implementation of CRA, e.g. consults, workshops, presentations, email advice or feedback, annotated criteria sheets or unit outlines. If you did not engage in any activities such as these, please provide an explanation.
9. Has the implementation of CRA had any effect (positive or negative) on teaching, learning and assessment in your school?
 - students
 - staff
10. Distributive leadership (DL) was used as the model or strategy to implement CRA. What do you know about it?
11. The DL model used at UTAS required champions to be autonomous and therefore NOT managed by the [ADU]. Thus the lecturer (assessment) appointed to support the champions was not 'in charge' of them. Please give your opinion of this feature of the model. What roles, if any, did the lecturer (assessment) play in your school ? If none, please give reasons.
12. If you were given the task of implementing a university- wide change in policy (such as e-learning), would you use the same DL model? Why or why not? What alternative models or strategies would you recommend (or have had successful experience of)?
13. Do you see yourself as a leader (L or I) and what features exemplify this classification?. Are you taking on any other things?
14. Do you have any other thoughts or perspectives to offer on the project?

Thank you for your participation.

Interview Schedule for Associate Deans — 2012

The introduction to each interview will include a reminder to the participant about:

- the purpose and intended outcomes of the study
- the interview format and opportunities for receiving feedback about the study (reviewing transcripts of their interview, publications etc.)
- their right to leave/withdraw at any time.

Questions

1. How were school champions selected by the schools/centres in your faculty?
2. In your opinion, was the title 'school champion' the right one?
3. Did the school champion (s) understand what was expected of them when they started in their role?
4. How did staff perceive the role of the school champion/s?
5. What factors in your faculty helped (supported) the school champions?
6. What factors limited or hindered the school champions or made it difficult for them?
7. Do you think they were effective in their role? Why or why not? Would you say that they acted as agents of change?
8. Describe the sorts of activities the school champions did in your Faculty to support the implementation of CRA, e.g. consults, workshops, presentations, email advice or feedback, annotated criteria sheets or unit outlines. If they did not engage in any activities such as these, please provide a possible explanation.
9. Is there any evidence in your faculty that CRA has had an effect (positive or negative) on students – please provide specific details.
10. Has the implementation of CRA had any effect on how staff in your faculty teach and assess students (positive or negative) – please provide specific details.
11. Distributive leadership (DL) was used as the model or strategy to implement CRA. What do you understand by term 'distributive leadership'?
12. In the DL model used at UTAS, the lecturer (assessment), an academic developer, was not 'in charge' of the school champions because the model required them to be autonomous. Please give your opinion of this feature of the model.
13. If you were given the task of implementing a university wide change in policy (such as e-learning), would you use DL? Why or why not? What alternative models or strategies would you recommend (or have had successful experience of)?
14. What roles, if any, did the lecturer (assessment) play in your Faculty?
15. Do you have any other thoughts or perspectives to offer on the project?

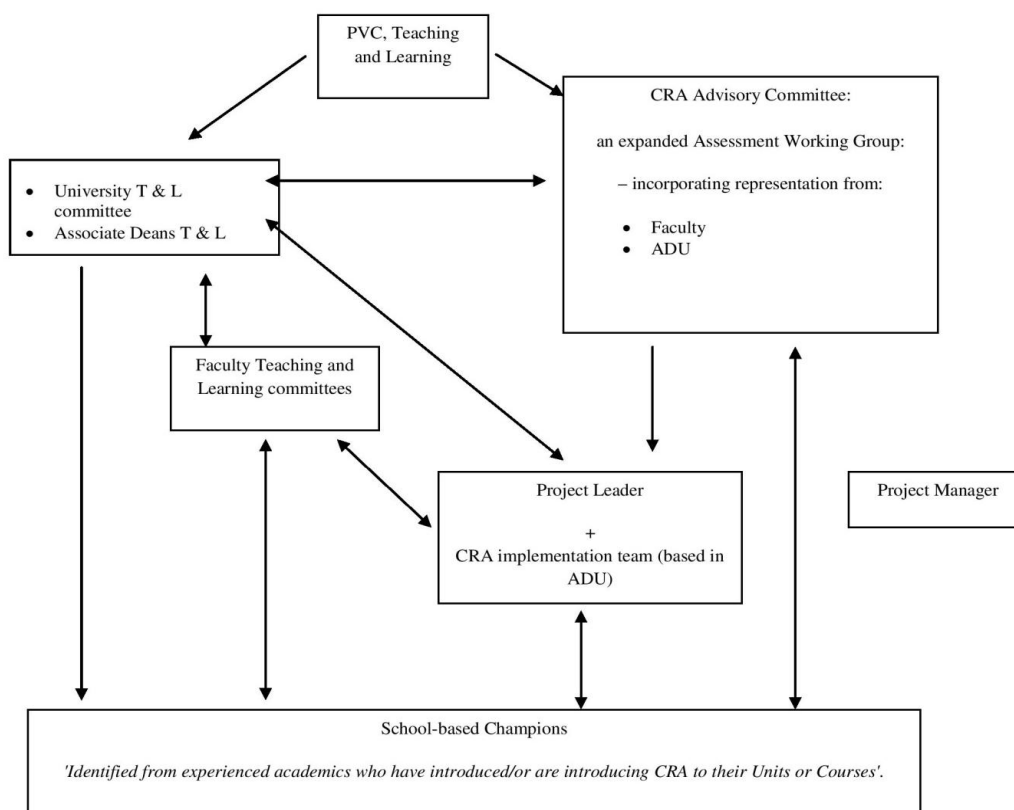
Thank you for your participation

Interview Schedule for Narelle (co-head of the ADU)* (2012)

*Author of the CRA implementation plan that used a distributive leadership model.

Questions

1. Please tell me how and why you chose the distributive leadership (DL) model for implementing CRA.
2. Would you tell me about the challenges you faced in having the implementation plan endorsed and then enacted?
3. How did you envisage that the DL model would work?
4. Did the DL model work as you expected, or not as you expected, in terms of the implementation of CRA?
5. One criticism of DL is that it is too slow in effecting change. What is your opinion of this criticism in relation to the DUU CRA experience?
6. The plan does not mention a specific model of change such as DL ('distributive' or 'distributed'). It referred to the diagram on page 2 (reproduced below) and stated that the plan 'works to integrate the 'top down' imperative to introduce the change by 2010, with a 'bottom up' approach working with academic staff in schools to give them support in implementing the change at unit level'. I recall that when inducting the champions, you used the term 'DL'. Would you explain your reasoning for not naming the change model/strategy as 'DL' in the plan, yet using it to induct the school champions?



7. The plan provided a payment incentive of \$3000 for each school champion. Would you explain the rationale for this?
8. You were the author of the plan and co-head of the ADU. However, while the unit provided personnel to support implementation, it was not ultimately responsible for ensuring all targets were met. This responsibility rested with the schools (faculties?). Would you comment on this situation please?.
9. If you were going to use a DL model again to implement university-wide change, would there be anything you would change? If so, why?
10. Do you have any other perspectives to offer me about the project?

The following table shows how the probes aligned with the interview questions for Narelle.

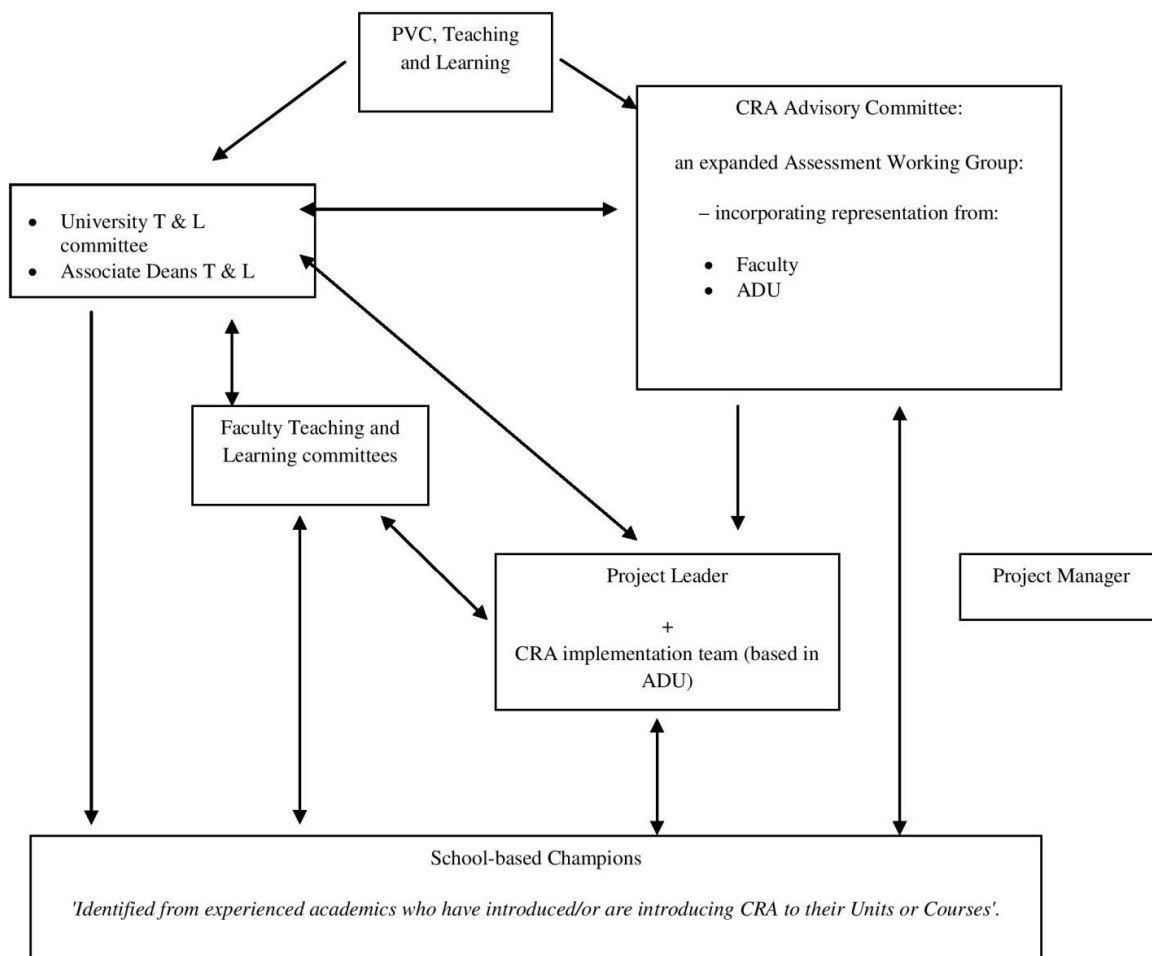
Interview probes for Narelle (co-head of the ADU) (if necessary) re CRA implementation plan that used a distributive leadership model.	
Question	Probes (only if answers don't arise during interview)
How and why	
1. Please tell me how and why you chose the distributive leadership (DL) model for implementing CRA.	<ul style="list-style-type: none"> Tell me whether your involvement in the faculty scholars project influenced your thinking regarding use of a DL model. How did the Assessment Working Party contribute to the development of the model and the plan?
2. Would you tell me about the challenges you faced in having the implementation plan endorsed and then enacted?	<ul style="list-style-type: none"> Tell me how the CRA policy and implementation plan were communicated through the university.
3. How did you envisage that the DL model would work?	<p>I expect to hear about the school champions, Associate Deans and ADU but also want to know the following:</p> <ul style="list-style-type: none"> Tell me how you saw my role. Did you see a role for the HoS even though they are not represented in the diagram?
Appraisal of the model and the plan	
4. Did the DL model work as you expected or not as you expected in terms of the implementation of CRA?	<ul style="list-style-type: none"> Would you comment on the whether there has been any impact of the CRA project at the university level (positive or negative)?
5. One criticism of DL is that it is too slow in effecting change. What is your opinion of this criticism?	<ul style="list-style-type: none"> What ideal timeframe does a project of this magnitude need and why?
6. Would you explain your reasoning for not naming the change strategy as 'DL' in the plan, yet using it to induct the school champions?	
7. The plan provided a payment incentive of \$3000 for each school champion. Would you explain the rationale for this?	<ul style="list-style-type: none"> How did you envisage this financial payment would be allocated to the school champions and on what basis?
8. You were the author of the plan and co-head of the ADU. However, while the unit provided personnel to support implementation, it was not ultimately responsible for ensuring all targets were met. This responsibility rested with the schools (faculties?). Would you comment on this situation please?.	<ul style="list-style-type: none"> What difficulties, if any, did the ADU encounter in this project and why? How successful was the peer review process for quality assurance purposes? Would you use it again? Why or why not?
Once again	
9. If you were going to use a DL model again to implement university-wide change, would there be anything you would change?	<ul style="list-style-type: none"> Has your understanding of DL changed since you wrote the plan?. If so, how? Would you use the same guidelines for selection of school champions (as in the implementation plan) or some other process? What other strategies might you use to help schools meet targets?
10. Do you have any other perspectives to offer me about the project?	

Interview Schedule for Stephanie* (2013)

*Coordinator of the Grad Cert (UL&T)

Questions

1. The diagram from the CRA implementation plan (below) shows the intention to have the ADU closely involved in the distributive leadership model. How did you envisage that this DL model would work?
2. To your knowledge, what input did the CRA Advisory Committee have on the work of the ADU implementation team?.
3. How was the ADU team inducted to support CRA implementation?
4. Please tell me how you supported CRA implementation.
5. The ADU implementation team was not ultimately responsible for ensuring all targets were met. This responsibility rested with the schools and faculties. Would you comment on this situation please?.
6. What influence did the Grad Cert (UL&T) Teaching have on the CRA project and vice versa?
7. What do you think have been the impacts of the CRA project at the university level?.
8. One criticism of DL is that it is too slow in effecting change. What is your opinion of this criticism in relation to your DUU CRA experience?
9. Do you have any other perspectives or opinions to offer me about the project?



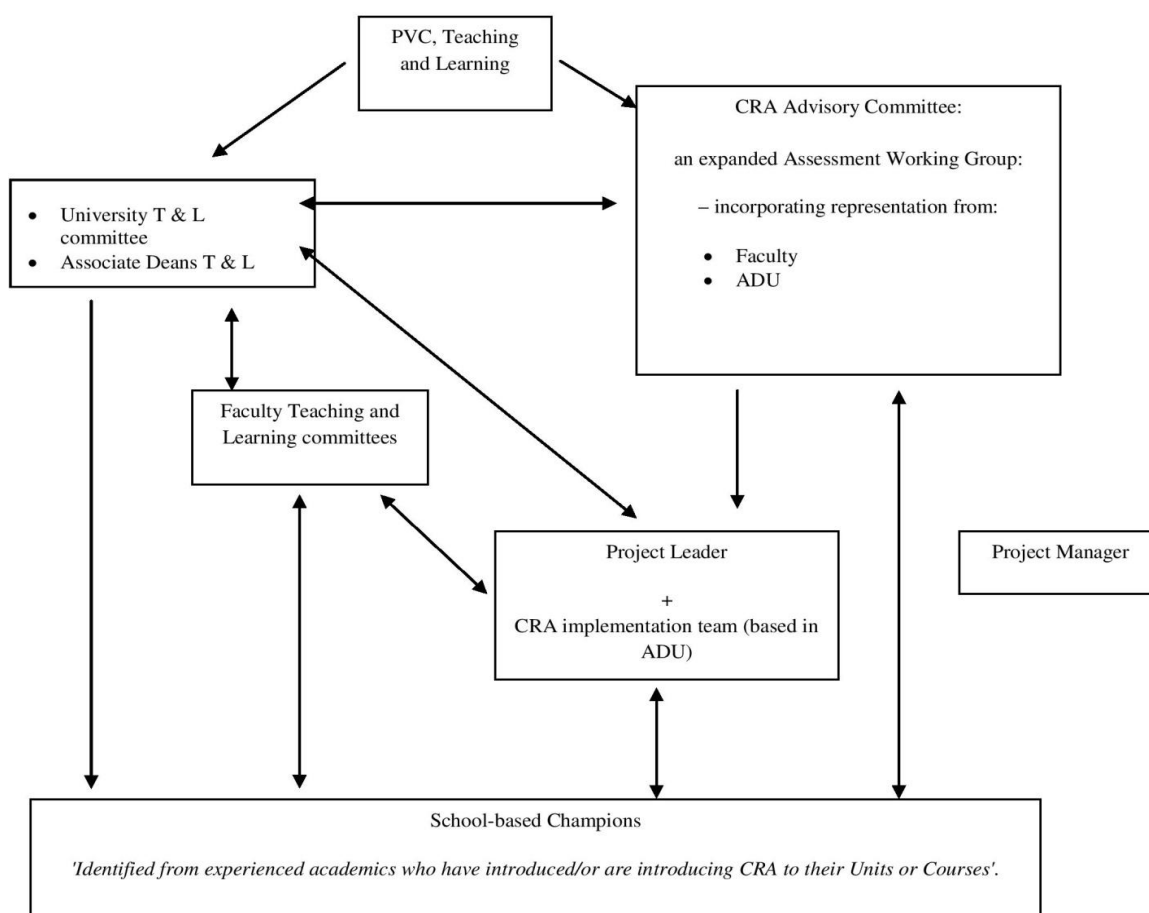
The following table shows how the probes aligned with the interview questions for Stephanie.

Interview probes for Stephanie -Coordinator Grad Cert (UL&T) re focussing on the ADU implementation team	
Question	Probes (only if answers don't arise during interview)
How, why and what	
1. The diagram from the CRA implementation plan shows the intention to have the ADU closely involved in the distributive leadership model. How did you envisage that this DL model would work?.	
2. To your knowledge, what input did the CRA Advisory Committee have on the work of the ADU implementation team?.	
3. How was the ADU team inducted to support CRA implementation?	<ul style="list-style-type: none"> • If there was no induction can you tell me what the reasons might have been. • Do you think the team had a shared understanding about CRA? • Tell me how you saw my role as lecturer (assessment) and was it explained to the team? • Was your role in the ADU team factored into your workload
4. Please tell me how you supported CRA implementation.	<ul style="list-style-type: none"> • How closely were you involved with the school champions? • What difficulties did you encounter in supporting this project?
5. The ADU implementation team was not ultimately responsible for ensuring all targets were met. This responsibility rested with the schools and faculties. Would you comment on this situation please?.	<ul style="list-style-type: none"> • Did you feel under pressure to 'do' things for academics because of time pressures • Did you see any examples of token compliance? • Did the team function as a team in your opinion?
6. What influence did the Grad Cert (UL&T) have on the CRA project and vice versa?	<ul style="list-style-type: none"> • I expect to hear that academics who had done some or all of the certificate were quicker on the uptake & that the Grad Cert was revised to be a benchmark and a good example of aligned curriculum
7. What do you think have been the impacts of the CRA project at the university level?.	<ul style="list-style-type: none"> • positive or negative?
8. One criticism of DL is that it is too slow in effecting change. What is your opinion of this criticism in relation to your DUU CRA experience?	<ul style="list-style-type: none"> • Please tell me about other change models that you have had experience with.
Once again	
9. Do you have any other perspectives to offer me about the project?	

Interview Schedule for nominees of the DVC (2013)

Questions

1. Would you tell me why the Academic Senate decided to implement criterion-referenced assessment (CRA)?
2. In your opinion what were the main challenges the university initially faced in changing to this way of assessing?
3. In June 2008, Academic Senate approved the implementation plan that included the diagram below of a 'distributive leadership' (DL) model. This model was to be a combination of the 'top down' policy initiative with the 'bottom up' support from the autonomous school champions who were to be seen as leaders. How did you envisage that this DL model would work?



4. Did the DL model work as you expected, or not as you expected, in terms of the implementation of CRA?
5. One criticism of DL is that it is too slow in effecting change. What is your opinion of this criticism in relation to the DUU CRA experience?
6. The plan provided a payment incentive of \$3000 for each school champion. Would you explain the rationale for this?
7. As someone who oversees many changes across the university, you are familiar with different modes of institutional change. How does the DL model of change compare to these other models in terms of effectiveness?.
8. Do you have any other perspectives to offer me about the project?

Interview probes for nominees of the DVC re CRA implementation plan that used a distributive leadership model.	
Question	Probes (only if answers don't arise during interview)
How and why	
1. Would you tell me why the university decided to implement criterion-referenced assessment (CRA)?	<ul style="list-style-type: none"> What sort of evidence convinced Academic Senate to endorse the change to the assessment policy?
2. In your opinion what were the main challenges the university initially faced in changing to this way of assessing? .	<ul style="list-style-type: none"> Did you expect any resistance? If he answers yes – ask what form this took. How strongly were beliefs about retaining norm referencing? Tell me how the CRA policy and implementation plan were communicated through the university.
3. In June 2008, Academic Senate approved the implementation plan that included the diagram below of a 'distributive leadership' (DL) model. This model was to be a combination of the 'top down' policy initiative with the 'bottom up' support from the autonomous school champions who were to be seen as leaders. How did you envisage that this DL model would work?	<ul style="list-style-type: none"> I expect to hear about the school champions, Associate Deans and ADU but also want to know the following: What roles did you expect the Associate Deans to play? I was employed as the lecturer in assessment in the ADU to support the school champions. Do you think it was essential that this position be filled by someone NOT already at DUU – i.e. an outsider How crucial was the role of the ADU? Did you see a role for the Head of School even though they are not represented in the diagram?
Appraisal of the model and the plan	
4. Did the DL model work as you expected or not as you expected in terms of the implementation of CRA?	<ul style="list-style-type: none"> Would you comment on whether you thought there were advantages and/or disadvantages to school champions being autonomous How were issues of compliance dealt with (OR are there standard strategies for dealing with compliance issues re change initiatives?) Would you comment on whether there has been any impact of the CRA project at the university level (positive or negative) on teaching and assessment?
5. One criticism of DL is that it is too slow in effecting change. What is your opinion of this criticism?	<ul style="list-style-type: none"> What ideal timeframe does a project of this magnitude need and why? What is the typical timeframe for introducing any whole of DUU change?
6. The plan provided a payment incentive of \$3000 for each school champion. Would you explain the rationale for this?	<ul style="list-style-type: none"> Have you found that in previous large change initiatives across the university, that financial incentives for people who are designated as championing the change are effective? Why or why not?
Once again	
7. As someone who oversees many changes across the university, you are familiar with different modes of institutional change. How does the DL model of change compare to these other models in terms of effectiveness?.	<ul style="list-style-type: none"> If you were going to use a DL model again to implement university-wide change, would there be anything you would change and why?
8. Do you have any other perspectives to offer me about the project?	

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APPENDIX D: PUBLICATIONS FROM THE THESIS



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Do labels matter when implementing change? Implications of labelling an academic as a champion – results from a case study

Moira Cordiner, Sharon Thomas & Wendy Green

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This research paper was reviewed using a double blind peer review process that meets DIISR requirements. Two reviewers were appointed on the basis of their independence and they reviewed the full paper devoid of the authors' names and institutions in order to ensure objectivity and anonymity. Papers were reviewed according to specified criteria, including relevance to the conference theme and audience, soundness of the research methods and critical analysis, originality and contribution to scholarship, and clear and coherent presentation of the argument. Following review and acceptance, this full paper was presented at the international conference.

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Distributive leadership across the academy: Seduction and disenchantment

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Many higher education (HE) institutions have become enamoured of a 'new' type of leadership, based on research of its success in schools. Distributed (or distributive) leadership (DL) promotes the idea that leadership should be distributed throughout an organisation rather than restricted to the individual at the top of a formal hierarchy. DL has been embraced enthusiastically by HE because it offers a seductive and persuasive discourse that is a powerfully appealing and winning combination of collegiality and managerialism with more participative leadership. As a consequence, it has been adopted in various forms around the world to implement change, with many governments funding its use. In the last few years, however, many DL authors have become disenchanted with, and more critical of, the seductive vision, claiming it is a cloak to hide an increasing lack of consultation with staff, has serious practical challenges in implementation with formal leaders relinquishing some control to informal leaders, and is not clear what is distributed or what is an effective configuration of leadership practice. As part of a case study of DL at an Australian university, two environmental scans were conducted. The resulting data show that: interest in DL has not waned over 20 years of publications; and there are no agreed DL features, except involvement of the academic development unit, among 21 DL projects (national and international). Possible implications about DL are raised from these findings.

Keywords: distributive leadership, discourse, change agents

Introduction

'The idea that leadership should be distributed, i.e. spread throughout an organisation rather than restricted to the individual at the top of a formal hierarchy' (Grint, 2005, p. 139) is an old one. Educational research into distributed leadership (DL), mostly based on institutional change in schools in the United Kingdom, and colleges in the United States, started appearing in the 1990s giving the impression DL was new (Thorpe, Gold, & Lawler, 2011). Because of many positive reports of success, the powerfully seductive and "persuasive discourse ...that embeds collegiality and managerialism" (Bolden, Petrov, & Gosling, 2009, p. 273), and the promotion of "a more participative perspective on leadership" (Bolden & Petrov, 2014, p. 408), was embraced by HE.

Grint (2005) warns that DL is "not a utopian alternative to (leadership)" but rather an alternative method (p. 143). Others disagree that it is a *method* (italics added by the author), suggesting instead that DL is a *style* (Spillane, 2006); *concept* (Bento, 2011); *model* of change (Bolden, 2007); *strategy* (Triegaardt, 2013); or *framework* (Jones, Lefoe, Harvey, & Ryland, 2012; Timperley, 2005). This confusion of meanings and definitions means that DL is an 'essentially contested concept' (Gallie, 1956), or "a set of vague notions flying in loose formation" (Churchland, 1989, p. 382-3), which are "not capable of being reconciled into one

theory” (Bennett, Wise, Woods, & Harvey, 2003, p. 7). The key implication of this “conceptual and empirical *muddle*” (Lakowski, 2008, p. 162) is that comparing implementation of DL in different institutions is challenging. For some authors, disenchantment has set in as they become more critical of DL. Gill, for example, claims it is “a fashionable leadership model” that universities promote “as a cloak to hide an increasing lack of consultation with staff” (Gill, 2008, paragraph 1). Bolden supports this view, observing that DL in HE “has serious practical challenges in implementation especially with formal leaders letting go some control and authority to the informal leaders” (2007, p. 6).

This paper seeks to answer the question: what is it that universities desire when they state they are using DL? This is answered using a small subset of findings from a case study of DL at an Australian university (pseudonym Down Under University–DUU). DL is explored in two different ways and possible implications are suggested.

Methodology

To place DL in the broader HE context, two environmental scans were conducted. The first used Google Scholar to compare publication trends from 1996 to 2014 for the phrases 'leadership in HE' and 'DL in HE', excluding articles or books on primary or secondary schools, and other non-HE contexts. The relative importance of DL was calculated using the percentage of DL publications compared to the total for 'leadership in HE' (table 1). The second scan situated the DUU project with 20 other projects (national and international) implementing changes to teaching, learning or assessment, including e-learning and e-scholarship. Projects were included from non-Western universities. Most took place between 2002 and 2015. To be included, the account of the selected project:

- stated that DL (of some description) was used or it could be inferred because other features of the project indicated this, such as mention of top-down and bottom-up and/or middle-out leadership (Cummings, Phillips, Tilbrook, & Lowe, 2005)
- had other features similar to DUU's but DL not stated or able to be inferred
- was a whole of university change project, except for a small group that wasn't as they had some features similar to DUU's
- had some features sufficiently different to warrant inclusion to inform the critique of DL at DUU.

Sources were restricted to refereed journal articles; conference papers; official reports for government funding agencies, HE authorities, the Organisation for Economic Cooperation and Development and university bodies such as Senate, plus university websites. Each was roughly classified as small (6000-20,000 students), medium (21, 000- 45,000) or large (46,000-100,000) based on an Australian perspective, and its project mapped against features of the DUU project. For the purposes of this paper, the following are not presented: time allocated to the project, change agent label, selection requirements and training, and leadership characteristics.

Limitations

For scan two, sources were often lacking in some key details, such as the university's size in terms of students and number of staff at the time of the project. In some instances, current data was used as historic data was unavailable, or there was no information available (NI) or the feature was not applicable (NA) to the project. Interpretation is also decontextualised by not situating it within the cultural and historical contexts of each university which could influence how change is perceived and implemented, e.g. whether the country's cultures influenced the power structures in the university, or the university is heavily research or

teaching-focussed. Despite these limitations, a snapshot of much variability in DL implementation is revealed.

Results and discussion

Scan 1

Table 1 shows that publications for DL comprise, for most years, over a third of publications about leadership in HE, and close to forty percent in 2005 and 2009. The maximum DL publications were in 2014, with a corresponding peak of 11900 for leadership in HE publications. These data indicate that interest in DL in HE has not waned, with yearly publications increasing nearly eight-fold for DL from 1996. The data does not reveal whether authors have come to a shared understanding of DL and how to implement it, or are expressing disenchantment with it. It does however illustrate convincingly that the DL discourse is sufficiently powerful to consistently seduce scholars into giving it their close attention.

Table 1: Comparison of Google Scholar publication trends

Year	Total publications (leadership in HE)	DL in HE	% DL
1996	1410	490	35%
1997	1440	439	31%
1998	1750	519	30%
1999	1910	603	32%
2000	2290	749	33%
2001	2400	778	32%
2002	2800	881	32%
2003	3110	1010	33%
2004	3610	1160	32%
2005	4710	1800	38%
2006	5050	1780	35%
2007	5770	2080	36%
2008	6420	2220	35%
2009	7710	2990	39%
2010	7620	2410	32%
2011	9560	2990	31%
2012	11000	3190	29%
2013	11200	3520	31%
2014	11900	3890	33%

Scan 2

Table 2 is a snapshot of the full scan. There are four groupings based on project type and all except four are about whole of university change taking place between 2002 and 2015.

DL stated or could be inferred

Sixty-two percent (asterisked) stated they used (some form of) DL, or it could be inferred based on mention of top-down and bottom-up leadership, or both of these plus middle-out leadership, indicating a distribution of leadership across different academic levels. For the remaining 38%, DL was not stated and/or it could not be inferred that it was. These data suggest that the practice of the DL discourse appears to have influenced some non-Western universities. One could perhaps infer that it is the nature of universities that is the common factor in the embrace of DL, not whether they are Western.

Size of university

Five were 'small'; 67% (14) were 'medium'; and two were 'large'. In the 'medium' size category, 50% were implementing changes to assessment, of which DUU was one; 29% were implementing e-learning or e-scholarship; and 21% improvements to student experience and curriculum. D'Andrea and Gosling state that change (in learning and teaching) can be implemented collectively *only* in 'relatively *small* institutions with a specialist focus', (2005, p. 6) indicating the challenges the majority in the scan likely faced.

Academic level of change agent

For 10 universities there was *much variability in terms of academic level of change agent* with eight using a range. Of these, Hong Kong Polytechnic University was unusual in that the majority were professors (level E - the highest) with power and authority. In contrast, two used change agents at academic A (the lowest) with no formal power or authority. Only two (Oxford Brooks and Leeds Beckett) promoted their change agents. In the case of Leeds Beckett, these positions were as permanent 'teaching fellows', but there is no information about what academic level they were, other than assuming it would have to be above A. No information was available for 52% of the sample. These data indicate that there was no common agreement amongst institutions about what was the ideal academic level for a change agent. Crow, Arnold, Reed and Shoho observed that 'differential power relationships privilege certain academic disciplines (and) faculty ranks, ... over others, resulting in some changes being ignored or devalued' (2012, p. 176-7). The possible negative fallout for a level A could be personal and professional as a result of dealing with powerful academics.

Number of change agents

The number ranged from two, for one discipline in one School in a 'medium' size university – Macquarie University, to 61 for a 'small' university (Glasgow Caledonian). In two cases the only information available refers to one change agent per School, but the number of Schools in each is not stated, while numbers are variable for New Mexico State University. The literature is silent on relating the size of a university to the number of academic change agents required to effectively support implementation of whole of institutional change. The scan reveals no discernible pattern in the numbers of agents in relation to the size of the university or nature of the project. For those using DL, there is no consensus about the most effective guiding principles in regard to distributing change agents. The negative implications of insufficient agents include unmanageable workloads if staff numbers are huge; added challenges serving multiple campuses; no time for their research thus restricting promotion potential; and possible burnout.

Financial incentives

Only one had no stated financial incentives but it appears that Leeds Beckett *did* provide funding because a number of external specialists inserviced staff over a prolonged period (Brown, 2011). The *majority (95%) of the universities had funding* for implementing the targeted change— provided solely by the *government* for three; by the *university* for 13; and was a combination of government and university in three instances. Only six gave incentive and recognition payments to the change agents— the highest was \$3000 from DUU. This money was to be spent on their own research, professional learning or attending conferences. These results illustrate that most universities in the scan don't reward their change agents to personally acknowledge their contribution. This could result in cynicism and disappointment, with fewer academics putting their hands up or accepting a future change role.

Time allocation

Sixteen universities provided a time allocation for change agents to carry out their role. This varied from full-time (three) to part-time (six), to a mixture (three). For three universities, time was allocated but there were no details. At New Mexico State University, change agents could be either full or part-time. For Queensland University of Technology, one was appointed full-time while the other eight were 50% as change agents and 50% in their main academic role. For Oxford Brooks University, there were two types of change agents: full time champions and part-time technologists who had half a day per week. In contrast to the majority of universities (71%) that provided either a full or part-time allocation, DUU had an inconsistent approach. Time allocated to the role varied between 100% and 0% depending on who had been chosen. Time allocation is tied closely to number of change agents. Together these variables can have negative implications for agent workloads as noted above, leading to 'a pressured work environment with little time for reflection or collaboration' (Nagy, 2012, p. 172).

HOS and/or Associate Deans involvement

These two positions, while common to many universities, are not universal. There was no information of involvement of the HOS in 52% of projects; or of the Associate Dean in 62%. Another possibility for their absence in accounts could be because the authors were not describing the power structures under which the change agents operated, e.g. PolyU, Macquarie, University of Western Australia. These limitations make it difficult to draw valid generalisations. What is clear is that four universities stated that they involved the *HOS and the Associate Dean* in their projects, whereas for DUU their involvement *varied from School to School*. For the remaining universities, six involved the HOS and another six involved the Associate Dean.

The University of Maryland in the US, is unique in this scan because all the *Heads of School and Associate Deans were the change agents*, not the academics 'at the coalface', which may relate to the size of the university – 90,000 students (mostly military or ex-military) on 27 campuses around the world. In sharp contrast to all the examples, the Chinese University of Hong Kong has a committee of eight (mostly Heads of Faculty) under the leadership of the Head of the ADU overseeing the work of the academics appointed as change agents. These data show that about half the sample have someone or group with power and authority in charge of change implementation. For this subsample, it appears that DL in action is the distribution of power and authority to those already in formal leadership roles.

ADU involved

For all except one— Leeds Metropolitan— the ADU was involved in the projects. Perhaps their 50 change agents, promoted to full-time positions in this role, were already very highly experienced in learning and teaching, and did not need ADU support. These results provide convincing evidence that the ADU was considered essential by 20 universities, despite numerous challenges in the current research-oriented and ratings-focussed university context (e.g. Bovill & Mårtensson, 2014; Brew & Cahir, 2013).

Conclusion

The results of two scans appear to indicate that, even after 20 years of data gathering and reflection, the love affair with DL is not over, despite numerous authors voicing warnings that it was doomed. DL is seductive because the word 'distributed' is magnetic and enticing, arousing hope and desire that this type of leadership will fulfil the universities' needs for a

type of leadership that is attractive to academics at all levels. DL is also seductive because it raises expectations to unrealistic levels. Scan one revealed that DL, in terms of publications, has staying power because academics are still either enamoured of DL, or sufficiently provoked to critique its deficiencies.

However, what is it that universities desire when they state they are using DL? The results of scan two reveal that there is no practice or configuration of DL implementation that was shared across any of the universities, except for ADU involvement. These results beg some questions: Do we distribute power and authority to those 'at the coalface' rather than those already in formal roles? — not for half the sample. Do we care enough about our 'coalface' change agents to reward them for effort? —no, only six universities did. Do we reward our change agents with promotions that acknowledge the goodwill, time and energy they devoted to institutional change? — no, only two universities promoted their change agents.

Possible implications of the research include cynicism and resistance by 'coalface' academics, reluctant to be involved as informal leaders of teaching and learning initiatives, especially when they will be given little power and authority, no rewards or promotion. In conclusion, Kezar advocates the necessity to develop a distinctive HE model, “otherwise mistakes in strategy, plus using concepts foreign to the values of the academy, will most likely fail to engage the very people who must bring about the change” (Kezar, 2001, p. 7-8).

Table 2 Scan showing the DUU project and a selection from other universities

University	University, faculty, school	Academic staff as change agents	Academic level of change agent	Number of change agents	Financial incentive for/from university and/or for change agents	Time allocation for change agents	Head of School, Assoc Deans or equivalent involved with change agents	ADU	Reference
	U/F/S	yes/no			yes/no	yes/no	yes/no	yes/no	
GROUP 1: ASSESSMENT									
1. California State University Stanislaus, USA. SMALL	U	Y	C, D and E	3	Y-\$250 US per day for change agents	Y (full time in ADU)	N/NI	Y	https://www.csustan.edu/office-assessment/assessment-mentors . Accessed July 27, 2015
2. Cape Peninsula University of Technology, South Africa. MEDIUM	U	Y	B or C	55 (by 2015)	Y - university funding for substitute lecturer and/or research assistant; No bonus \$ for change agents	Y (1 day per week)	Y	Y	Hénard & Roseveare, 2012, p. 19-20; Scholtz, D. (ADU Teaching & Learning Coordinator), personal communication 27/2/15
3. Down Under University, Australia. MEDIUM *	U	Y	A-C	40	Y - university funding for the project; \$3000 bonus for at least 2 years involvement by change agent	yes and no (depending on agent)	yes and no (varied between Schools)	Y	author
4. Hong Kong Polytechnic University (PolyU). MEDIUM	U	Y	C-E	8 (in 2007) represent all faculties	Y - university funding for Schools; No bonus \$ for change agents	Y (some time release but not specified)	NI	Y	Polyu's position and plans, nd; Guidelines for annual reports on OBA projects: Accessed August 3, 2015 from http://www.polyu.edu.hk/obe/05_4_03.php
5. New Mexico State University. MEDIUM	U	Y (each does own project)	any from graduate students to professors	variable	Y- \$50 (US) Barnes & Noble gift card for change agent	100% or part time	NI	Y	Office of Assessment (ADU). Retrieved July 27, 2015 from http://assessment.nmsu.edu/champions/Stoval,S. (Executive Director of Accreditation), personal communication 31/7/15

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University	University, faculty, school	Academic staff as change agents	Academic level of change agent	Number of change agents	Financial incentive for/from university and/or for change agents	Time allocation for change agents	Head of School, Assoc Deans or equivalent involved with change agents	ADU	Reference
	U/F/S	yes/no			yes/no	yes/no	yes/no	yes/no	
6. Macquarie University, Australia. MEDIUM *	S (one discipline in the school is the example)	Y	A	2	Y- Government Carrick Institute funding & from the university; No bonus \$ for change agents	NI	NI	Y	Nakazawa & Muir, 2009; Macquarie Teaching & Learning. Retrieved July 30, 2015, from https://staff.mq.edu.au/teaching/evaluation/resources_evaluation/developing_unit/assessment_achievement/
7. Queensland University of Technology, Australia. MEDIUM *	U	Y	B to D	9	Y- university funded 50% buy out of all except one change agent who was full time (the author); No bonus \$ for change agents	Y (50%)	NI/NI	Y	author's experience as one of the consultants; Mylonas & Whelan, 2004
8. RMIT University, Australia. LARGE *	S (3)	Y	NI	NI	Y -funding from Government to buy out teaching time or employ assistance for change agents; No bonus \$ for change agents	Y (no details)	Y/NI	Y	Jones, 2014; RMIT Learning & Teaching Strategy 2007-2010. Retrieved July 30, 2015, from http://mams.rmit.edu.au/fzh0sqvz48.pdf
9. The Chinese University of Hong Kong. SMALL	F	Y	NI	NI	Y -university funding for Faculty; No bonus \$ for change agents	NI	Committee of 8 from Schools under the leadership of head of ADU, Faculty head plus one HOS		Use of an outcomes-based approach in the Faculty of Science at The Chinese University of Hong Kong, 2007. Retrieved July 15, 2015, from http://www.cuhk.edu.hk/sci/OBA/intro/intro01.html

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University	University, faculty, school	Academic staff as change agents	Academic level of change agent	Number of change agents	Financial incentive for/from university and/or for change agents	Time allocation for change agents	Head of School, Assoc Deans or equivalent involved with change agents	ADU	Reference
	U/F/S	yes/no			yes/no	yes/no	yes/no	yes/no	
10. University of Maryland College (USA). VERY LARGE	U	Y (all senior academics & adjuncts)	C or higher	NI	NI	NA (project part of performance review)	Y - are also change agents	Y	Institutional Plan for the Assessment of Student Learning Outcomes 2015. Retrieved July 29, 2015, from http://www.umuc.edu/outcomes/upload/ipra-student-learning-outcomes.pdf . University learning outcomes. Retrieved July 29, 2015, from http://www.umuc.edu/visitors/about/ipra/learning-outcomes.cfm
11. University of Western Sydney, Australia. MEDIUM	U	Y	B or C	1 per School (total NI)	Y - university funding; No bonus \$ for change agents	Y (1 day/week)	NI/NI	Y	Campbell, 2008; Gill & Ross, 2010
GROUP 2: E-LEARNING									
12. Australian Catholic University, Australia. MEDIUM	U	Y	NI	6	Y - funding from Government Carrick Institute; No bonus \$ for change agents.	Y (50%)	Y/Y	Y	The Carrick Institute for Learning and Teaching in Higher Education Ltd, 2008; Schneider, Applebee, & Perry, 2008
13. City University, London. SMALL *	U	Y	NI	1 per School (total NI)	Y - government funding; university awards change agents scholarships, sabbaticals or grants	NI	NI/NI	Y (change agents seconded for 1 year)	Holtham, 2005; City University, London. Retrieved August 19, 2015, from https://www.city.ac.uk/

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University	University, faculty, school	Academic staff as change agents	Academic level of change agent	Number of change agents	Financial incentive for/from university and/or for change agents	Time allocation for change agents	Head of School, Assoc Deans or equivalent involved with change agents	ADU	Reference
	U/F/S	yes/no			yes/no	yes/no	yes/no	yes/no	
14. Charles Sturt University, Australia. MEDIUM *	U	Y	NI	26 over life of project (but only 6-8 per year)	Y - university funded buy out of 50% of current duties of change agent; No bonus \$ for change agent	Y (50%)	Y/NI	Y	Keppell, O'Dwyer, Lyon, & Childs, 2011
15. Oxford Brooks University, UK. MEDIUM *	U	Y	NI	16	Y - champions promoted from their academic positions to manage technologists (who did not receive bonus \$)	Y - 100% for champions & 1/2 day per week for technologist	NI/NI	Y	Sharpe, Benfield, & Francis, 2006
16. University of York, UK. VERY SMALL *	U	Y	NI	22 in first stage projects. NI for stages 2 & 3	Y - university funded projects; No bonus \$ for change agents	NI	NI/NI	Y	Beastall & Walker, 2006
GROUP 3: SCHOLARSHIP OF E-LEARNING									
17. Glasgow Caledonian University, Scotland. SMALL *	U (but school based separate projects)	Y	B & C	61 in 43 projects (by 2012)	Y - £2K over 2 years per project for (i) scholar but no funding for (ii) associate	Y (5 hr per week) for (i); 3hr per week for (ii)	NI/NI	Y	Creanor, 2013; Glasgow Caledonian University. Retrieved August 19, 2015, from http://www.gcu.ac.uk/
18. University of Auckland, New Zealand. MEDIUM *	U	Y	NI (assume B as they were not senior)	10	Y - from Vice Chancellor; No bonus \$ for change agents	Y (but NI)	Y/Y	Y	Gunn, 2007; University of Auckland. Retrieved August 19, 2015, from https://www.auckland.ac.nz/en.html

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University	University, faculty, school	Academic staff as change agents	Academic level of change agent	Number of change agents	Financial incentive for/from university and/or for change agents	Time allocation for change agents	Head of School, Assoc Deans or equivalent involved with change agents	ADU	Reference
	U/F/S	yes/no			yes/no	yes/no	yes/no	yes/no	
GROUP 4: CURRICULUM & TEACHING REFORM									
19. La Trobe University, Australia, MEDIUM *	U	Y	A	10 (for 4 Schools)	Y- Government funding; yearly university funding for Schools; annual performance funding for high staff involvement; No bonus \$ for change agents	Y (100%)	Y/Y	Y	Johnson, Bird, Fyffe, & Yench, 2012; Design for learning: Curriculum review and renewal at La Trobe University, White Paper, 2009. Retrieved April 10, 2012, from http://www.latrobe.edu.au/about/downloads/DFL-booklet.pdf
20. Leeds Metropolitan (now Leeds Beckett) University, UK, MEDIUM *	U	Y	NI	50 (for 6 faculties)	NA	Y- 100% (permanent promoted to position)	NI/Y	N	Brown, 2011
21. Murdoch University, Australia, MEDIUM *	U (but school based separate projects)	Y	NI (not in formal role so assume B)	14 from 9 of 17 schools	Y -Government funding for project to buy out some of change agents' time; No bonus \$ for change agents	Y (1 day/week)	NI/NI	Y	Cummings, Roberts, & Schibeci, 2008

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in terms of journal rankings and grant successes, and criteria and standards which separately evaluate teaching, we have limited metrics which holistically evaluate the academic role and build the flexibility we need for the future. This presentation will showcase a metric to more holistically and flexibly evaluate the academic role in STEM. We need flexibility in the academic role if we are to ensure Australia has excellent researchers and academic teachers of STEM in the future.

Session G7

Paper

COURSE HANDOVER: A TOOL TO SUPPORT COURSE COORDINATORS

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Course coordinators are leaders who are responsible for ensuring that the courses they coordinate support program outcomes and that there is alignment between the intended and taught curriculum. The way that course coordinators are prepared and courses are handed over is crucial in this process. Jones and Ladyshevsky (2009) highlight that this preparation typically relies on the 'wisdom of experience' or 'on the job learning' rather than a thoughtful and planned transition process. Academics are often expected to intuitively know, or learn very quickly, with little formal support. Researchers have noted that academics new to the course coordinator role are rarely formally prepared for the role and as a result lack confidence, particularly in their knowledge of policy and of their own responsibilities. As a consequence some have turned to the personalised help provided by a coach or a mentor (Goos & Hughes, 2010). More experienced academics may not feel they need a mentor, but nevertheless find themselves sometimes stepping into coordination of courses at short notice, or with relatively little knowledge about the course and its purpose.

This Course Handover project sought to address these issues. A collaborative, multi-institutional, multi-disciplinary approach using a qualitative case study method was used to gather data. Purposeful sampling identified information-rich cases in the disciplines of Health, Design and Business at three Australian universities. Interviews and focus groups were conducted with 33 staff in total, including course coordinators (new and experienced), program directors and heads of schools. Interviews focused on the experiences of staff either receiving or providing handover of a course and consequently the information they deemed as critical.

Support for a tool to collate information for the incoming coordinator was unanimous and six major themes emerged: Critical events and traps, History, Assessment, Teaching quality, Staff and Students (CHATSS). 'Critical events' relates to both the timing and identification of key administrative and learning activities. 'History' establishes the historical context of the course and any major modifications. 'Assessment' covers all aspects of assessment and, in particular, the learning that needs to be supported and measured. The emphasis on clarity of learning was deemed particularly important by new coordinators who found formally written course objectives of little help. 'Teaching quality' relates to course evaluations and reflections from previous coordinators. 'Staff' identifies key people and their role in both the teaching and the administration of the course. The last theme, 'Students', relates to reasonable expectations about students' knowledge

and abilities.

Follow up workshops were held with academic staff from the three universities to trial the tool and enhance its design. Despite strong support participants noted that the process of engaging in a structured handover process requires time and commitment by both the outgoing and incoming coordinator. The session will offer an opportunity for participants to discuss how the tool might be best used and implemented in their own context.

Goos, M., & Hughes, C. (2010). An investigation of the confidence levels of course subject coordinators in undertaking aspects of their assessment responsibilities. *Assessment & Evaluation in Higher Education*, 35(3), 315-324. doi:10.1080/02602930903221477

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Session G7

Paper

DISTRIBUTED LEADERSHIP: AN ESSENTIALLY CONTESTED 'CONCEPT' THAT IS LOSING ITS POPULARITY AS ITS COMPLEXITIES ARE REVEALED

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'The idea that leadership should be distributed, i.e. spread throughout an organisation rather than restricted to the individual at the top of a formal hierarchy ... goes back to the hunter gatherer societies' (Grint, 2005:139). Distributed leadership (DL) therefore is a very old idea. It has no shared meanings and multiple definitions, which makes it an 'essentially contested concept' (Gallie, 1956). For example, is it a model of change (Bolden, 2007), strategy (Triegaardt, 2013), style (Spillane, 2006), method and philosophy (Grint, 2005), concept (Bento, 2011), or framework (Jones et al. 2012; Timperley, 2005)? According to Churchland (1989: 382-3) DL is 'a set of vague notions flying in loose formation', and is hence contestable.

Based on a review of 50 years of research, Grint concluded that DL is 'an alternative method of leadership not a utopian alternative to it' (Grint, 2005: 143). Educational research into DL started appearing in the 2000s giving the impression DL was new (Thorpe, Gold, & Lawler, 2011) and was mostly in schools and colleges. Subsequently, DL was embraced enthusiastically and uncritically by higher education (HE) as it seemed to offer a 'persuasive discourse that embeds collegiality and managerialism' (Bolden et al. 2009: 273) and 'promote(s) a more participative perspective on leadership' (Bolden & Petrov, 2014: 408). Nationally-funded HE projects proliferated over the last 15 years, e.g. in England (Bolden, Petrov, & Gosling, 2008), and Australia (e.g. Jones, Harvey, Lefoe, Hadgraft, & Ryland, 2013). However, because there is no agreement about what the DL 'concept' is, determining comparability of implementation in different institutions proved challenging.

In the last few years, leading DL authors in HE have become disillusioned and more critical of DL, claiming it is 'a fashionable' leadership model that universities use 'as a cloak to hide an increasing lack of consultation with staff' (Gill, 2008); 'has serious practical challenges in implementation especially with formal leaders letting go some control and authority to the informal leaders' (Bolden, 2007: 6); and research to date does not describe what is distributed or what is an effective 'configuration of leadership practice' (Bolden &

Petrov, 2014: 415). This paper strongly recommends that academics rigorously critique examples of using DL to implement institutional change 'in terms of action taken, support needed and outcomes' (Jones, 2014: 133). However, because DL is still a 'conceptual and empirical muddle' (Lakowski, 2008: 162) that is in 'the adolescence phase' of development (Richard Bolden, 2011: 264) and possibly cannot work in an audit culture (Zepke, 2007), perhaps its popularity phase is now passing.

Preliminary results from a case study using DL to implement a change in assessment practices across an Australian university will be presented to illustrate some of the complexities referred to above. Twenty-seven of the forty informal leaders were interviewed about their perspectives and challenges as they faced increased institutional demands for higher research output and grant applications. Eight Associate Deans (Learning and Teaching) were also interviewed to find out what they thought of the DL approach. The four-year project had mixed success.

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Session G8

Roundtable

UNDERSTANDING THE ROLE OF PROFESSIONAL DEVELOPMENT IN UNIVERSITY TEACHING

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University lecturers are increasingly being asked to engage in professional development practices that are designed to enhance their teaching capabilities. These practices are presented as opportunities for staff to build strategic capabilities and ultimately seek to increase the quality of the student learning experience. But how do staff perceive these practices? To what extent do university lecturers actively engage in professional development around learning and teaching and what are the perceived benefits (from the perspective of those participating) of such engagements? This research explores how lecturers in the School of Global, Urban and Social Studies at RMIT University in Melbourne, Australia interpret the role of professional development within the context of their working environments. Lecturers from several program areas within the School were asked to discuss the concept of professional development and its contribution to their strategic planning and course delivery. These conversations were held at the discipline level to assess whether individual disciplines responded differently to professional development opportunities. The round-table discussions were recorded and transcribed with the permission of the participants. The research team then undertook a content analysis of the data to identify themes and differences between individuals and disciplines. These analyses were then compared with targeted institutional documents to assess whether the institutional objectives around professional development were being achieved.

The materials identified in this research will be considered in a roundtable discussion that seeks to consider the implications of the findings for Teaching and Learning practices. This will contribute to Conference Theme 6. Leading SoTL in the Disciplines and/or across the institution by identifying the apparent effectiveness of professional development expectations and outcomes.